R E P O R T R E S U M E S

ED 015 581 EC 000 743

PRIMARY LEVEL RESOURCE GUIDE FOR EDUCABLE MENTALLY RETARDED. "WE DO IT THIS WAY" SERIES, VOLUME 1.

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REPORT NUMBER WD-21-B-VOL-1 PUB DATE 64
EDRS PRICE MF-$0.50 HC-$3.28 80P.

DESCRIPTORS- *EXCEPTIONAL CHILD EDUCATION, *CURRICULUM, *MENTALLY HANDICAPPED, EDUCABLE MENTALLY HANDICAPPED, CURRICULUM GUIDES, CHILDREN, INSTRUCTIONAL MATERIALS, PRIMARY GRADES, RESOURCE GUIDES, UNITS OF STUDY (SUBJECT FIELDS),

THIS RESOURCE GUIDE PRESENTS CONTENT AREAS (READING, SPEECH AND LANGUAGE DEVELOPMENT, HANDWRITING AND SPELLING, ARITHMETIC, SCIENCE, HEALTH, SAFETY, SOCIAL STUDIES, SOCIAL LIVING, PHYSICAL EDUCATION, ARTS AND HANDICRAFTS, MUSIC, PRACTICAL ARTS, AND WORK EXPERIENCE PROGRAMS) AS A PART OF UNIT TOPICS. THE SPECIAL UNITS PRESENTED INCLUDE LEARNING TO KEEP HEALTHY, LEARNING TO UNDERSTAND ONESELF AND TO GET ALONG WITH OTHERS, LIVING SAFELY, LEARNING TO COMMUNICATE IDEAS, LEARNING WISE USE OF LEISURE TIME--A LIBRARY PROJECT, AND LEARNING TO TRAVEL AND MOVE ABOUT. EACH OF THE UNITS CONTAINS OBJECTIVES, CONTENT, SUGGESTED ACTIVITIES, AND SUPPLEMENTARY VISUAL MATERIALS. WORK SHEETS, GAMES, A PLAY, FINGER PLAYS, POEMS, AND DESCRIPTIONS OF SPECIAL TECHNIQUES ARE INCLUDED. THE USE OF STENCILS IN TEACHING MANUSCRIPT PRINTING TO RETARDED CHILDREN IS DESCRIBED. (JZ)

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WISCONSIN

Bulletin 21—B: Vol. I

"WE DO IT THIS WAY" SERIES

Primary Level Resource Guide For Educable Mentally Retarded

Compiled from Ideas Submitted to the Bureau for Handicapped Children

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1964

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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INDEX

To use
Bend book and locate
matching mark in book.

FOREWORD

PREFACE

LIST OF CONTRIBUTORS

A POINT OF VIEW

CROSS REFERENCE GUIDE TO THE PERSISTING LIFE FUNCTIONS

LEARNING TO KEEP HEALTHY

LEARNING TO LIVE SAFELY

LEARNING TO UNDERSTAND ONE'S SELF AND TO GET ALONG WITH OTHERS

LEARNING TO COMMUNICATE IDEAS

LEARNING WISE USE OF LEISURE TIME

LEARNING TO TRAVEL AND MOVE ABOUT

FOREWORD

This new primary level resource guide developed by Ken Blessing, Dan Mathias and Heinz Pfaeffle is the first of a four-volume series that is called the "We Do It This Way" series. A great amount of effort has gone into the collecting and editing of the material for this unique compilation, and we sincerely trust that Wisconsin teachers will be able to profit by this amalgamated product. Each of the teachers contributing to this document should also be commended for their creativity and willingness to share their proven, good ideas with their colleagues.

Any suggestions that you have for adding to and improving this bulletin will be received with great interest by our office.

—JOHN W. MELCHER

PREFACE

This bulletin is one of the *We Do It This Way* series of suggestive resource guides being developed for the use of teachers of mentally retarded children in Wisconsin's special classes. It is an outgrowth of a series of communications and conferences with special teachers throughout the state and represents the mutually cooperative efforts of the Department of Public Instruction, teachers of special classes, cooperating teachers in demonstration classes and students in four year training and summer workshop sessions. Supervisors, directors of special education, superintendents and others in a related central office capacity have supported these curricular efforts.

In considering ways and means of assisting teachers of mentally retarded children in their classroom curricular approaches, a plan was devised to request the voluntary participation of these teachers in the development of descriptive center-of-interest units or of more formalized units of experience. Accordingly, in 1956 the following communication was addressed to all Wisconsin teachers of the retarded.

"For some time now, we have been convinced that the State of Wisconsin should publicize the creative efforts and activities of its resourceful special class teachers. Bureau consultants have time and time again viewed outstanding projects, techniques and unique curricular approaches and have expressed their desire to share these activities with the teachers of classes for mentally retarded children.

When consultants meet with area groups, a frequent need is expressed for assistance in developing "center of interest" activities, particularly in the areas of social studies and the integrated approach for teaching. If we are to develop curriculum resource bulletins designed for various levels of competency, it will be necessary for teachers to organize into state-wide curriculum groups and cooperatively assist one another. State-wide committees meet obstacles in terms of travel time, expense accounts, and in an effort to overcome these hurdles we are suggesting the following plan of action.

Using Bulletin #3, *Suggested Centers of Interest for Mentally Retarded Children in Wisconsin,* as a basis for development of a series of resource units, we are approaching your community and teachers for assistance in this state-wide effort. The Bureau consultants would urge your participation in this worthwhile endeavor.

Included with this letter is a copy of Bulletin #3 which, you will note, has had indicated in it, the problems which teachers in selected areas have chosen for descriptions of or for resource unit development. We are acting as a central agency to prevent duplication of efforts and to coordinate later editing details.

Will you contact your teachers and ask each teacher to select one of these curricular units of work, or one of their own choice and development, and submit it to the Bureau? We would wish that these descriptions of units would be actual outgrowths of classroom activities and practices rather than hypothetical projects.

We have determined to approach this description of units in as flexible a manner as is possible. Two approaches are recommended for your guidance. Those of you who feel restrained in the more formal and pedantic resource unit style, are asked to merely describe one of these activities with which you feel your group experienced considerable success and growth. You are referred to the California State Department of Education bulletin, *Suggested Activities for Mentally Retarded Children,* Vol. XXI, No. 2; January 1952 (Sacramento) or the Wisconsin State-Wide Social Studies Bulletin No. 3, Curriculum Bulletin No. 14, *I Did It This Way,* for examples of description. This style merely describes a project, unit, or activity, which developed from some concrete participating experience of the group and is home, school or community centered. Sample copies of these descriptions are enclosed for your assistance.

For those who feel more secure in the resource unit approach the following outline is suggested:

I. INTRODUCTION, including the central theme or problem.
II. OBJECTIVES (Main ideas)
III. INITIAL PLANNING, INTRODUCTION, MOTIVATION
IV. PROBLEMS FOR DISCUSSION, including lists of possible developmental activities.
V. ACTIVITIES IN RELATED AREAS
   A. Language Arts
   B. Reading
   C. Arithmetic
   D. Arts and Crafts
   E. Etc.
VI. SOURCE MATERIALS USED—REFERENCES
VII. CULMINATING ACTIVITIES AND APPRAISAL OF GROWTH. A sample copy of a resource unit is enclosed for your reference.

Will you give consideration to the suggested titles, select the experience you wish to develop in detail and notify the Bureau as soon as possible? In this manner other pilot areas may be selected and duplication prevented. Photographs of the activity in progress might be included with the final description for possible use in the bulletins.

Our purpose in asking for descriptive units of this nature is to assist all teachers, experienced and inexperienced, in developing out of actual experiences, the ability to "localize" suggested approaches in terms of the needs of the group, the particular community involved, and the functional ability of the teacher."

Initial responses to this request were very gratifying in that one-third of the then existing 269 educable class teachers contacted expressed their willingness to participate in the project. Further contacts with summer workshoppers and with trainable class teachers brought total participation up to roughly fifty per cent of the total teacher group. In fact, the wealth of material submitted required the elimination of a goodly amount of usable descriptive ideas at this time. A list of the contributors to this bulletin is indicated on a following page.

We wish to take this opportunity of expressing our sincere appreciation to all of those individuals who responded to our request in this and future publications. Their participation encouraged and stimulated the production of this bulletin and will continue to do so in further editing efforts. Special acknowledgment is due Mrs. Ruth Johnson, Secretary in the Bureau, for her patient assistance in the development and editing of this bulletin.

LIST OF CONTRIBUTORS

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Boyington, Agnes; Hurley—"Helping Retarded Children Become Good Citizens in School"
Crumble, Lorraine; Milwaukee—"An Aid to Teaching Functional Arithmetic Vocabulary"
Drobnik, Mary Jo; Milwaukee—"Science"
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Hopp, Syble; Brown County—"The Farmer's Work"
Huber, Sara, Huggins, Sara-Jayne; Madison—"The Home," "The Bus," "The Neighborhood," "The Zoo," "The Circus"
Kern, Dr. William; University of Wisconsin, Madison—"The Use of Stencils in Teaching Manuscript Printing to Retarded Children"
Korn, Harriet; Chippewa Falls—"Being Good Citizens in Our Neighborhood"
Krohn, Dorothy; Marinette—"Science Fair"
Kuehl, Edna; Oshkosh—"Passenger Planes"
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The editors have attempted to acknowledge all contributors to this curriculum resource guide. Any omissions are sincerely regretted and are based on lack of information regarding participants.

A POINT OF VIEW

Center of interest approaches or unit work activities, as illustrated in the following pages, cannot be read and uniformly carried out as a classroom lesson in every special class in the state. Unit approaches will vary from school to school and from teacher to teacher. Thus, utilization of this resource guide will require adaptations, adjustments, and modifications suitable to the local area, the composition of the class, and the individual skills of the particular special class teacher. These units and descriptions of primary level activities are *offered as illustrations of approaches employed* in specific locales. They should assist the creative and adaptive teacher in approaching, selecting, planning and carrying out a center of interest unit in her own locale within the framework of "a persisting life functions" curriculum design.

Primary level experience areas, particularly in the social studies, science, health and safety fields are centered about a retarded child's understanding of the home, immediate neighborhood and the school. Activities have already been introduced at the Pre-Primary level which gave the retarded child an introduction to school and broadened his understandings of his role in the family and neighborhood. Many of the situations he faced as a younger child recur again at the primary level and need to be met and solved with a relatively higher level of competence. The activities and content material in this broad resource guide should aid him in meeting these persisting life problems.

This resource guide is concerned with mentally retarded children whose chronological ages range from 8 through the 10 to 11 year span and whose mental ages are roughly 6–0 to 9–0. A typical wide-age ungraded special class (ages 8–16) or special class center, may have similar age children whose level of intellectual development has not yet advanced to a mental age of 6–0. These less mature pupils should be continued in a pre-academic situation until further mental maturation has occurred.

On the other hand, a special teacher may note that a suggested activity is somewhat advanced for his or her particular classroom. Since a number of these descriptive units were submitted by teachers working in ungraded single class units, the reader needs to keep this fact in mind when judging the applicability of a specific unit or sub-topic to his particular special class.

Children whose mental ages are above six years are ordinarily provided with experiences in number concepts, writing, spelling and developmental reading. These basic skill subjects are the essential tools for developing understanding and appreciation of their more immediate environment. Since the retarded child's rate of intellectual development and general maturation is slower, his school achievement will necessarily follow a similar pattern. Therefore, the retarded child can profit from a carefully planned and spaced basic skills' program with provision for drill, review, and overlearning to reinforce these acquired skills. This does not necessarily imply more total instructional time required for a particular concept, but places emphasis upon sequential learning at recurring intervals spaced somewhat farther apart with spiral provision for review and reinforcement.

An understanding of these concepts of learning rate and developmental rate suggests that a special class teacher can develop a program, "special" in nature, by involving her pupils in a center of interest unit for at least a third of the instructional school day. From this point of view time spent in center of interest units is not time taken away from the basic skills' instruction program. Instead, the retarded pupils are afforded additional opportunities to develop the special understandings and concepts required to adequately meet the persisting life situations encountered *at home, in school, and in the neighborhood.*

The following descriptions of center of interest projects illustrate how teachers have made the curriculum for the retarded somewhat special in nature. Frequent use of experience charts, teacher-prepared materials and functional reading related to these suggested study areas in the social studies, science and health fields help implement learning. The field trip, visits to neighborhood resources, and similar school excursions are recommended for reinforcing classroom activities, making learnings more meaningful, and for further expanding the comparatively limited intellectual horizons of the children.

It is necessary to reiterate that these units have been submitted by teachers of both wide-age range and more homogenous units. The reader is alerted to possible overlappings between pre-academic, primary and intermediate instructional objectives.

Where program content gaps or omissions are noted, special teachers are invited to try out teaching units in their own locales, maintain records of the development of their project, and then submit their report for inclusion in subsequent revisions of this primary level resource guide. Attention is directed to Curriculum Bulletin No. 3—*Suggested Centers of Interest for Mentally Retarded Children* in this regard.

CROSS REFERENCE GUIDE TO THE PERSISTING LIFE SITUATIONS CURRICULUM GUIDE

For Bulletin No. 21–B—Primary Level Resource Guide of the "We Do It This Way" Series

The following cross reference of teaching units or subtopics included within this resource guide concerned with primary level activities is presented for teacher use in implementing the broader aims and objectives of the proposed state educable retarded curriculum guide currently under development. This curriculum guide is utilizing the "persisting life functions" curriculum design.

PRIMARY LEVEL RESOURCE GUIDE

* Persisting Life Functions	Major Emphasis	minor or overlapping emphasis
1. Learning to Keep Healthy	pp. 3–13	pp. 15, 17, 71
2. Learning to Live Safely	pp. 14–18	pp. 64, 65, 71
3. Learning to Understand One's Self and to Get Along with Others	pp. 19–25	p. 18
4. Learning to Communicate Ideas	pp. 26–65	pp. 12, 13, 64, 65, 67
5. Learning Wise Use of Leisure Time	pp. 66–68	pp. 20, 21
6. Learning to Travel and Move About	pp. 69–74	pp. 16, 32
7. Learning to Earn a Living		
8. Learning Homemaking		pp. 21, 46
9. Learning to Appreciate, Create and Enjoy Beauty		pp. 4, 12, 13, 15, 22, 23, 40, 41, 65, 67
10. Learning to Handle & Adjust to One's Social, Technological & Physical Environment		pp. 10–13 15–18, 64, 65, 67, 72, 73
11. Learning to Manage One's Money		pp. 63, 74
12. Learning to be a Responsible Citizen		pp. 16, 18, 21, 22, 67

* Courtesy Cincinnati Public Schools

A subesequent publication will cover the Persisting Life Functions 7 through 12 with additional cross-referencing of major and minor areas of emphasis.

LEARNING TO KEEP HEALTHY

Skillie the Skeleton: Basic Foods
Keeping Healthy

CONTENT AREAS

Reading ..... p. 4

Speech and Language Development ..... pp. 4, 12, 13

Handwriting and Spelling ..... pp. 12, 13

Arithmetic .....

Science, Health, and Safety ..... pp. 10–13

Social Studies .....

Social Living and Mental Health ..... pp. 10–12

Physical Education .....

Arts and Handcrafts ..... p. 4

Music ..... pp. 12, 13

The Practical Arts .....

Work Experience Programs .....

SKILLIE THE SKELETON

BASIC FOODS

This unit is based on the older classification of the Seven Basic Foods. The Institute of Home Economics, Agritural Research Service, U. S. Department of Agriculture has issued a revised classification utilizing four categories.

The nutritionist in the Bureau of Maternal and Child Health, State Board of Health, has advised this Department that both classifications are being used at the present time throughout the country. Many nutritionists feel the four groups listed in "Foods for Fitness" does not adequately emphasize those foods that surveys have shown are most lacking in diets of Americans, namely; the leafy green and yellow vegetables and the citrus fruits and vegetables.

Because of these different viewpoints, our division has elected to continue using the Seven Basic Foods approach at this time.

I. Aim:

This activity is aimed at introducing to retarded children the seven basic foods, the names of the foods, and their origin. For the younger children it is important that they know and recognize the names of the foods and the need for eating good foods. Recognition of the components of a balanced meal are stressed with the more advanced children.

II. Materials:

Charts of seven basic foods.
Rexographed charts of the seven basic foods.
Books:
The True Book of Animals
The True Book of Plants
American Dairy Council Booklets
Movie:
Patty Garner on the Farm
Papier mache materials.
Magazine pictures of food and typing paper for meal plans.
Materials for making and covering scrapbooks.
Game: Food Basket Upset
Cards having names of foods on them and drawings of the foods.
Circle of chairs short one in number of children participating in the activity.

III. Procedure:

The unit was introduced by telling the children about Skillie and Patty who are friends. While telling the story the teacher drew pictures of their meals on the board. The children suggested the foods the two children had eaten. The children acted out the parts of Skillie and Patty.

We looked at some of the booklets and talked about how milk got from the cow to our homes. Afterwards we named the milk products pictured on the chart and then the children colored the chart.

We talked about cereals and how they help to build our muscles. The need for a good breakfast was discussed. Then the children portrayed the part of Skillie on his way to school in an undernourished condition.

Using the chart of meats and fish we named the pictures and talked of where they came from. The teacher then discussed the animals illustrated in the *True Book of Animals*. The children colored rexographed charts of the basic foods. A similar procedure was used to explain plants.

The following day we made our papier mache fruit. We discussed vegetables and how they help in keeping our skin clear and colorful. The movie told us more about the origin of our foods.

The next activity involved the discussion and planning of the various meals. Preparation of the booklets then followed. The children made potato-print designs for decorating the covers of these booklets. The children then composed a letter to send to other rooms inviting them to see our display of the seven basic foods. Each child chose something to do for the program. They explained the charts, making of the fruit and notebooks, and told about the movie.

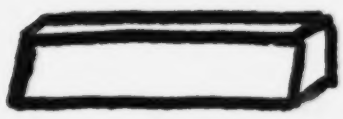
After the guests left we played the game Food Basket Upset.

IV. Summary:

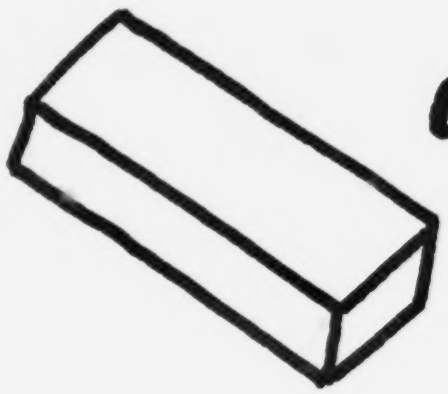
In our program the younger or lower I.Q. children named the foods pictured on the charts. The children having higher I.Q.'s explained a little about the charts. Other children explained the procedure in the making of papier mache materials and the notebooks. They seemed proud of their accomplishments. They seemed to realize that it is important for them to eat good meals but did not seem to understand what the different foods do for our bodies.

Most of the children could name the different foods if shown a picture. A few of the children could correctly classify the foods. The movie served the same purpose as well as making things more clear to the children. Both of the games seemed to serve the purposes for which they were intended. Some of the children planned well-balanced meals with little help. The greater number of them needed suggestions.

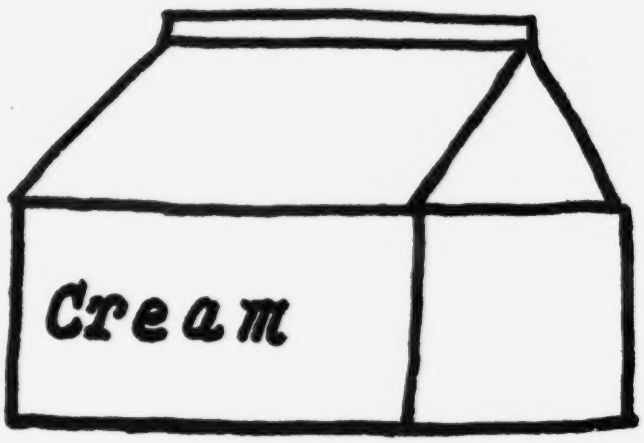
MILK



butter

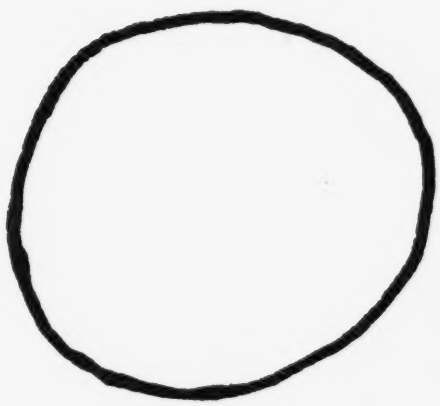


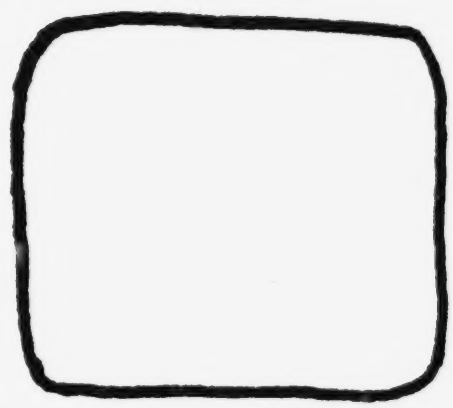
cheese



ice Cream

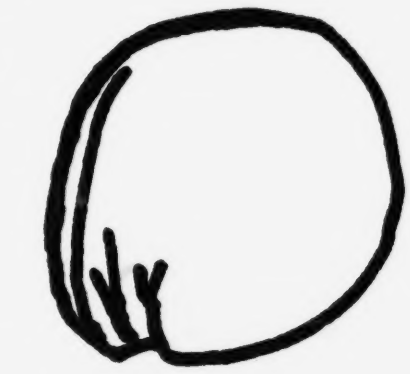
MEAT



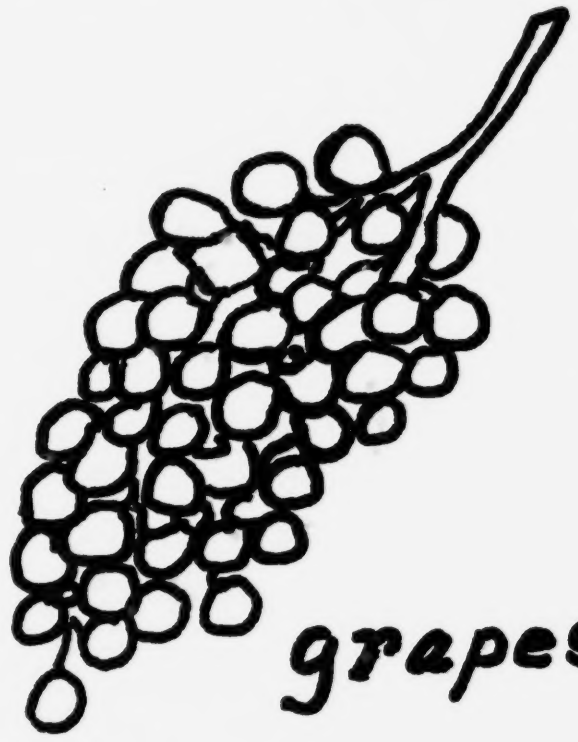


FISH

FRUITS

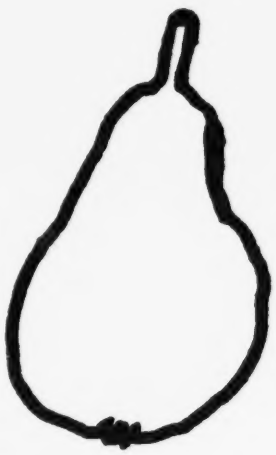


peach

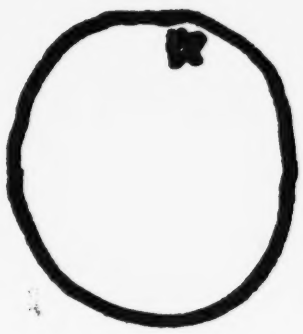


grapes

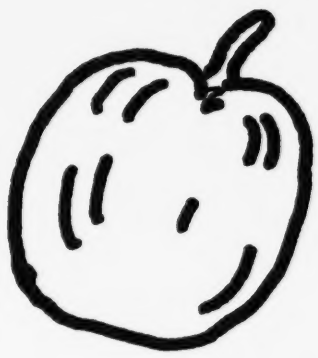
banana



pear



Orange

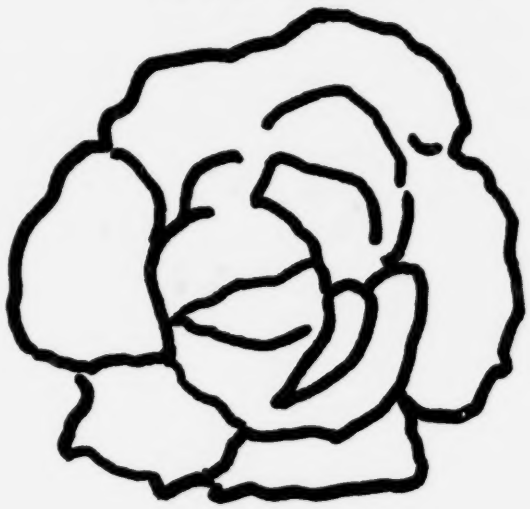


apple

VEGETABLES

onion

Celery



Cabbage

Lettuce

beans

Corn

KEEPING HEALTHY

I. Objectives:

A. To teach the basic principles of good health which retarded children of this age can master.

B. To help each child be "health conscious" and to realize his personal responsibility.

II. Content matter:

A. Correct eating habits were discussed, e.g.,:

1. Wash hands before eating.
2. Eat three nutritious meals each day.
3. Be sure to eat some of each kind of right food each day.
   a. Milk—4 glasses every day
   b. Vegetables
      1. Raw—carrots, cabbage, celery, tomatoes
      2. Cooked—carrots, cabbage, celery, tomatoes
   c. Eat some fruit at every meal—fresh, canned, frozen, dried
   d. Meat, poultry, fish, eggs
   e. Bread and cereals
      1. Some whole wheat
      2. A hot cereal at least two or three times each week
      3. An uncooked cereal
   f. Butter or margarine
4. Eat slowly and chew food well. Always swallow food before taking a drink.
5. Clean up your plate. Take a small amount of each kind of food. Eat all of it, then take more if wanted. Do not pile your plate full of food that you are not able to eat.
6. At meals be cheerful and talk about pleasant things.
7. Rest a short period after eating.
8. Eat candy and other sweet foods only after meals.
9. Always wash raw fruit or vegetables before eating them.
10. Never take a bite of something another person is eating.
11. Always drink from your own cup or glass.
12. In drinking from a fountain be sure your mouth touches only the water.

B. Exercise:

1. Work or play out-of-doors every day.
2. Play at least part of the time in the sunshine.
3. Dress comfortably.
4. Do not get too tired.
5. Rest after exercising.

C. Elimination:

1. Have a bowel movement every day.
2. Drink from four to six glasses of water each day.
3, Eat raw fruits and vegetables, whole wheat bread, and cereals every day.
4. Play and exercise every day.
5. Never put off going to the toilet.
6. Always wash hands after going to the toilet.

D. Washing and bathing:

1. Wash the face, neck, ears and arms thoroughly at least twice each day—in the morning and before retiring.
2. Wash the hands often.
   a. Before going to the toilet.
   b. Before handling food or dishes.
   c. Before eating.
   d. After handling toys or pets.
   e. Other times as needed.
3. Take a full bath at least twice each week.
   a. Use warm water and soap.
   b. Rinse thoroughly and dry completely.
   c. Be careful not to slip in the bath tub or on the tiled floor.

E. Care of the teeth:

1. Eat the right kinds of food to build strong teeth.
   a. Eat foods such as milk, fresh vegetables, fruit juices, eggs, whole wheat eggs, whole wheat bread, butter, and cod liver oil.
2. Give the teeth exercise.
   a. Eat bread crusts, raw carrots, cabbage, lettuce, celery, and fresh fruits. You may chew some gum after meals.
3. Brush the teeth thoroughly at least twice a day.
   a. The best times to brush the teeth are after breakfast and before going to bed.
   b. Brush the teeth up and down.
   c. Brush both the front and back of the teeth.
   d. Brush the under and upper surfaces and then rinse.
   e. Wash your tooth brush every time you use it.

f. Hang your tooth brush to dry in the sun if possible.
g. Use only your own tooth brush.

F. Care of the eyes:
1. Wash with a clean cloth. Use your own washcloth and towel.
2. Keep your fingers away from your eyes.
3. Don't rub your eyes. If something gets into your eye ask your mother or teacher to get it out for you.
4. Be careful in play.
   a. Don't play with pointed sticks.
   b. Handle scissors carefully.
   c. Don't throw sand, rocks, or snowballs at your playmates.
   d. Do not carry pencils in your pocket. In playing, these may injure someone.
5. Read in a good light. When reading, stop and look at something far away for awhile to rest your eyes.
6. If your eyes hurt, have a doctor look at them. Wear glasses if the doctor tells you to do so.

G. Care of the ears:
1. Wash carefully every day. Use warm water and soap.
2. Do not put your fingers into your ears. Never use any sharp pointed article such as a pin or a pencil point in your ear.
3. Don't blow your nose too hard. Some of the cold germs might get into your ear and make it hurt.

H. Care of the nose:
1. Clean the nose carefully every morning.
   a. Use tissues which can be thrown away or use a soft cloth.
   b. Always carry a clean handkerchief and use it when needed.
   c. Never put your fingers into your nose.

I. When you have a cold:
1. Stay in bed. Get lots of sleep and rest.
2. Keep your bedroom well ventilated.
3. Eat lightly and drink lots of fruit juices.
4. Drink lots of water.
5. Always cover a sneeze and a cough.

J. Care of the hair:
1. Brush the hair every day.
2. Comb your hair before going to meals.
3. Have your hair washed at least once every week.

K. Care of the fingernails:
1. Clean your fingernails every morning or before going to bed or whenever they need cleaning.
2. Cut or trim your nails at least twice each week. Fingernails should be rounded on the end, not straight across and not pointed.
3. Never bite your fingernails as it makes them unsightly, besides being injurious to your own mouth and general health.

L. Care of the feet:
1. Wear shoes that fit correctly.
2. Wear stockings that fit well.
3. Sit with your feet flat on the floor.
4. Walk straight forward.
5. Run on your toes.
6. Wash the feet every night and change your stockings often.
7. Trim the toenails straight across. Do not cut the cuticle.

M. Good posture:
1. Posture means position or the way we hold or carry our body.
2. We should always try to have a good position or have a good posture for whatever we are doing—standing, sitting, running, etc.
3. Three reasons why we should have good posture habits:
   a. Good posture helps to make our bones grow straight.
   b. We feel better if we have good posture habits.
   c. Our lungs and heart have more room and can work better.

N. Sleep:
1. Have a regular bed time and go to bed at that time every night.
2. Sleep twelve (or eleven) hours each night.
3. Sleep without a pillow or on a very low pillow.
4. Have the window open at the top and bottom.
5. Have a quiet period before bedtime.
   a. Play a quiet game.
   b. Listen to soft music.
   c. Read or listen to someone else read.
   d. Do not choose stories that are too exciting just before going to bed.
6. Put away toys and books.
7. Get ready for bed.

a. Undress, wash, or bathe.
b. Brush teeth and hair.
c. Put on loose nightclothes.
d. Go to the toilet.
e. Wash the hands.
f. Open the windows and get into bed.

8. Relax. Make yourself feel as if you were a rag doll.
9. Think of pleasant things.
10. Try to go to sleep quickly.

O. Working and playing together.

1. Always be fair.
2. Obey the rules.
3. Share your playthings.
4, Help all to have a good time.
5. Play in safe places—at home—at school —in parks and in playgrounds.
6. Be a good sport—a good winner, a good loser.
7. Look out for the shy playmate who may not be asked to join the group. See that he is asked to play.

III. Suggested Activities:

A. General:

1. Keep a "Health Board" showing pictures of these various health habits.
2. Make health scrapbooks.
3. Make up plays and also dramatize poems, stories, etc.
4. Really make use of these health rules at school.
   a. If children eat their lunch at school, supervise the washing, etc. Do the same at all school parties, etc.
   b. Have children play out of doors except in very bad weather. Go out with them at play time.
   c. Have a tooth brush drill.
   d. Be careful to adjust the light at all times according to the kind of day, position of sun, etc.

B. Specific:

1. Plan some good breakfasts (and other meals). Cut out pictures from magazines (colored) and use them to illustrate these meals.
2. Learn this little verse:
   "After lunch we take a rest.
   That will help our food digest."
3. Learn this little poem:
   "Twenty white horses, on a red hill,
   Now they bite, now they chew, now they stand still."
4. Show good body postures by pictures and by example. Learn to walk steadily and easily, carrying a book on the head when you are practicing at home. Have a good posture parade—those not in the parade at this time are the judges.

C. How To Be Healthy. Plays for Children.

Acting in short, self-contained skits is an ideal way for young children to review and share what they have learned. Of course, they may originate their own plots and dialogues after acquiring a thorough knowledge of the subject. The children may perform in person or use puppets. The paper bag or shoe box variety are good and easily made. The health skits given here are an example of what children can do. Each two-character skit ends with a song from: *LET'S STAY WELL!* (Theodore Presser Co., Bryn Mawr, Pa.)

Play I

PEPPY: I had a checkup at the doctor's yesterday.
DROOPY: That's a good idea. What did he say about you?
PEPPY: He said I'm strong and healthy. That's because I eat right.
DROOPY: What do you mean "eat right"?
PEPPY: I eat a good breakfast every morning. And every day I eat plenty of fruit and vegetables. I always clean up my plate.
Song: "Bunny Rabbit Beans."

Play II

BRENDA: Hello, Dianne. Will you go to the store with me? I have to get four cartons of milk. You can help me carry them.
DIANNE: Why so much milk?
BRENDA: For my brother and the baby and me.
DIANNE: How much milk do you drink each day?
BRENDA: My brother and I each drink four glasses. The baby has more.
DIANNE: I think you must be Mrs. Cow's best customers.
Song: "Thank You, Mrs. Cow."

Play III

JOE: Oh Billy! Look at your dirty hands! You had better wash them before Mom sees them.
BILLY: Oh! Mom's always after me to wash my hands. I don't see why. They only get dirty again.

JOE: Don't you know that germs like to live in dirt. If you don't wash your hands before eating, the germs may get in your food and make you sick.

Group singers: "Just Soaposin."

Play IV

DON: Hello, Linda. We missed you in school. Were you sick?

LINDA: Debbie had the chicken pox. Debbie had an apple and gave me a bite. After awhile I got the chicken pox, too.

DON: That should teach you a lesson. Don't take bites of other people's food.

Song: "Next Stop Lollipop"

Play V

ALAN: My big brother came home from camp today. He is tall, and you should see how straight he sits and stands.

JACK: I hope I grow up with good posture. Our teacher says we feel better and look better if we have a good posture.

ALAN: My brother says the time to get the habit is now.

Song: "Hey! Back up!"

Play VI

TOM: Where are you going, Ken?

KEN: I'm going out to the garage to get my bicycle.

TOM: Wait for me, and we'll ride together. Mother told me not to watch television so much. I should get more outdoor exercise.

KEN: That's funny. My doctor told me the same thing.

TOM: Well, what are we waiting for. Let's go!

Song "Ktrasize"

Play VII

HAZEL: I have to go to the dentist today.

KAY: Does your tooth ache?

MABEL: Oh, no! I'm just going for a checkup. I go to the dentist twice a year. He says I take good care of my teeth.

KAY: So do I. I brush them at least twice every day. Mother says your second teeth are to keep. I want to keep mine.

MABEL: I do, too.

Song: "Tooth Brush Drill"

Play VIII

SUE: I'm very sleepy.

ANN: What time did you go to bed last night?

SUE: I watched television until ten o'clock.

ANN: That's why you're sleepy. My mother says if I want to feel well, I should go to bed at eight o'clock.

Song "Sleep-a-Lot-Land."

LEARNING TO LIVE SAFELY

Living Safely

CONTENT AREAS

Reading ----------pp. 17, 18

Speech and Language Development ----------

Handwriting and Spelling ----------

Arithmetic ----------

Science, Health, and Safety ----------pp. 15, 17

Social Studies ----------

Social Living and Mental Health ----------p. 18

Physical Education ----------

Arts and Handcrafts ----------pp. 16, 18

Music ----------

The Practical Arts ----------

Work Experience Programs ----------

LIVING SAFELY

One responsibility of the school and special teacher is to interpret and enrich experiences by providing classroom situations, instructional materials, and personal contacts which will help the child become an accepted member of society.

In the social studies program the child sees himself as a member of his family, school group and community. He learns how many people contribute to his welfare and happiness and this awakens in him a sense of responsibility to others; this is essential in the building of character.

The special class teacher is in a crucial and privileged position in helping mentally retarded children meet the realities of life.

A TEACHER'S THOUGHT

I've taught lots of boys and girls
Some with straight hair, some with curls;
Brown-eyed, gray-eyed, green and blue—
Fair and dark and red heads too!

We have worked and we have played,
Always all our efforts paid,
Time went by almost too fast,
From my room the children passed.

But I have a mental nook
Where I keep a picture book;
Each one there has his own place—
I can see each smiling face.

And throughout the years ahead
It is true as I have said,
Where you go and what you do—
My love always follows you!

I am glad you came my way.
And for you I often pray;
Oh! I hope the future years
Bring you all that's best, my dears!

WHY TEACH SAFETY AND HEALTH

I. Introduction

Safety and health education with children should begin with basic training rather than book learning. This is especially true of the mentally retarded. Many of our mentally retarded will have difficulty interpreting book learning. They will be able to survive with limited book knowledge but recurring life problems will always be present. Safety situations the child will encounter should be taught as soon as possible and reviewed frequently for many of these same problems or similar ones will occur throughout his entire life. It is the teacher's responsibility to plan learning experiences in the area of safety and health that will assure continued development for each member of his or her class.

SAFETY

II. Objectives

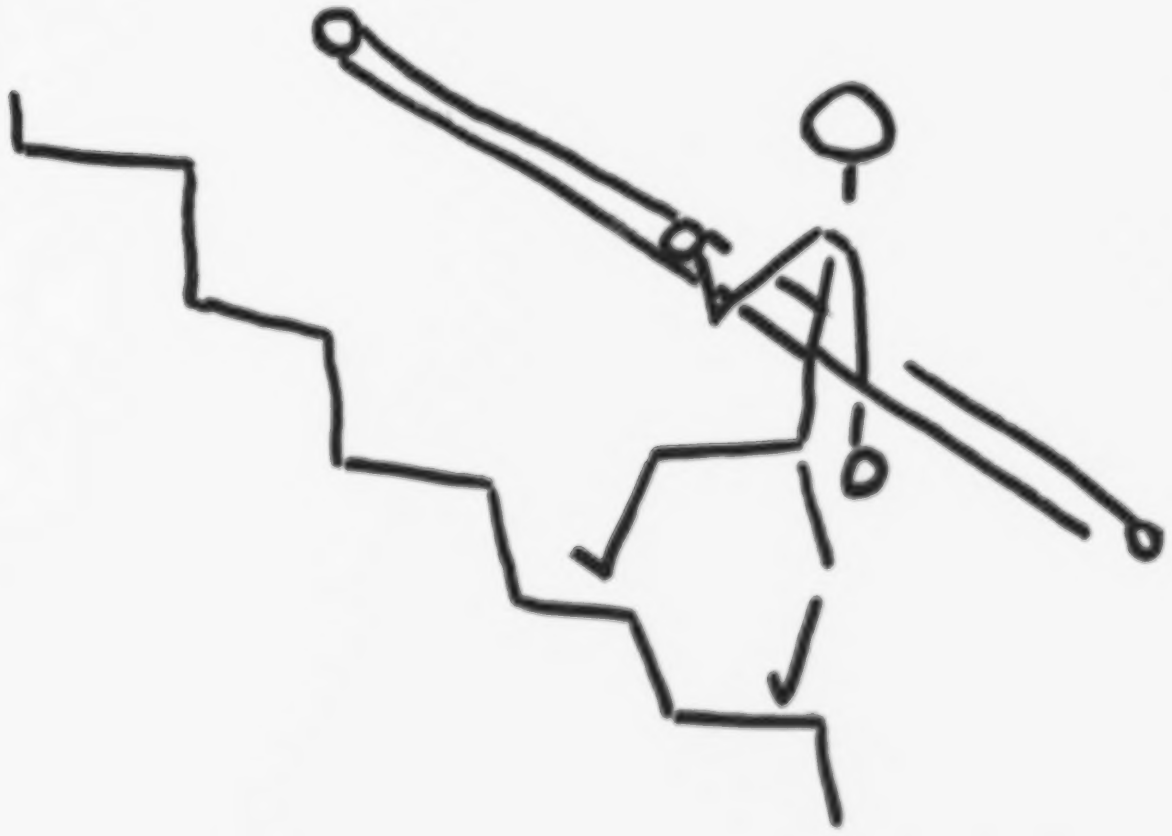
A. To acquaint children with rules with respect to playground safety and playground limits.
B. To teach the correct way to ascend and descend stairs.
C. To teach children to differentiate between dangerous and nondangerous tools.
D. To teach the correct handling of pointed instruments, such as scissors and pencils.
E. To demonstrate how to carry chairs correctly.
F. To teach children how to observe safety precautions on playground equipment.
G. To teach the safe way to enter and get off the school bus.

III. Activities

A. We developed a large map of the school playground. This map was used in demonstrations by individual pupils to point out areas in which pupils could or could not play. The classroom discussion centered around reasons for the children to stay in the designated play areas. Older and more capable retarded students were assigned to help watch and instruct the new pupils. These older pupils took the children for a walk to point out the accepted playground areas and potential danger spots.

B. We discussed the correct side of the staircase in ascending and descending corridor stairs. The proper use of the handrail, alternation of steps and proper stairway behavior was also included. Stage prop stairs were brought into the classroom and the pupils demonstrated the above mentioned learnings. In addition to safety on the stairs, hallway safety was stressed, involving such concepts as walking in single file on the right side of the hallway.

Art and handcraft activities included the making of pipe cleaner figures showing the correct way of using stairs. Play blocks were used for stairways and the figures were scotch-taped to the blocks.



Head, hands and feet may be made out of cardboard or other stiff paper.

C. To initiate interest, the children were told that the color red usually stands for danger. The children provided illustrations, such as, traffic lights, stop signs, gas tanks, gas cans, etc.
Each child was provided with two sheets of paper, one designated as "danger" in red and one designated as "safe" in green. Using magazines or catalogues, they were instructed to find pictures of things which are safe to play with and of things which are dangerous to play with. These were cut and pasted on the respective sheets.

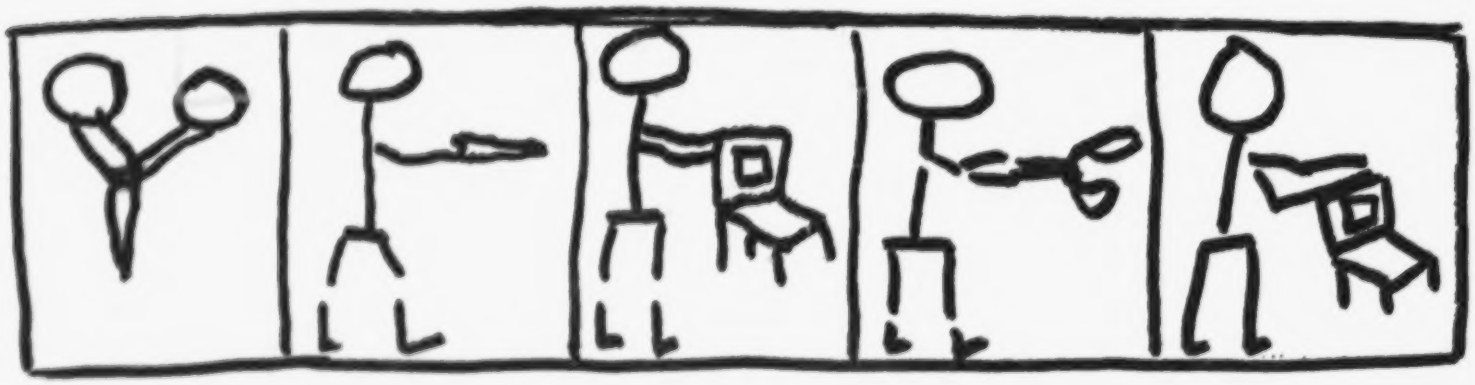
D. The children were shown how scissors and pencils are carried (point down) and how they should be handed to another person (blunt end).

E. Demonstrations were provided in the proper way of carrying chairs (carry with both hands, carry in front with legs down).

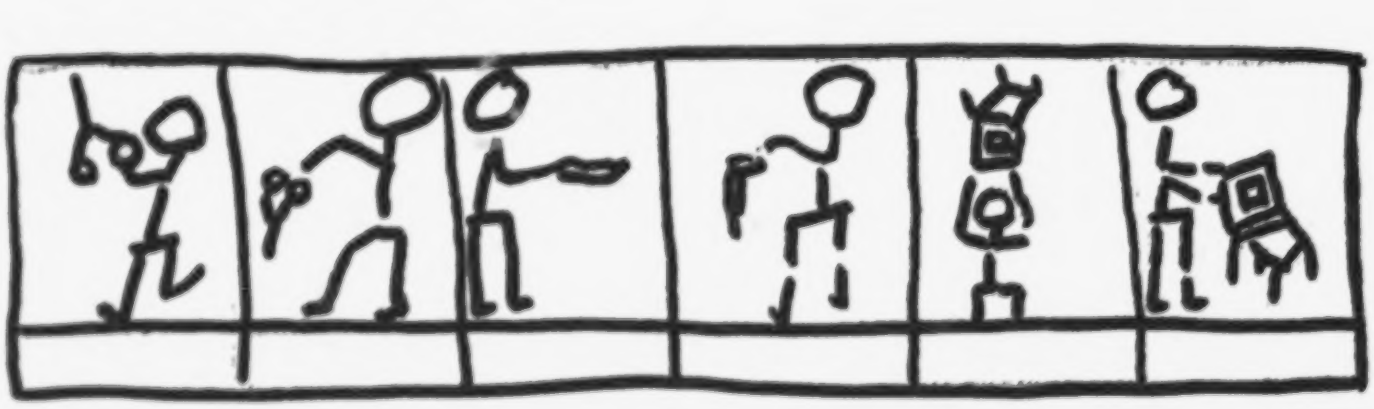
Seat work activity involved the following:

Matching exercise. Cut out and paste the right picture onto each sentence.

1. Always carry scissors .....
2. Carry chairs with .....
3. Never point a pencil .....
4. Hand scissors to someone .....
5. Carry chairs in .....



Write "yes" under the picture that shows the correct way.
Write "no" under the picture that is not correct.



F. The proper use of swings was demonstrated on the playground. Older pupils showed (1) how to sit on the swings; (2) how to hold on with both hands; (3) when to walk when passing a swing in motion and (4) why we should not get off swings when they are in motion.
In the classroom, the following story was told to the children and in the second repetition of the story the children were asked to supply the *missing* words.

TOM AND ANN

One day Tom and Ann went out to play on the swings. They were good children and had listened to what their teacher had told them about the swings. First they *sat* down on the board and held on with *two* hands. They heard the bell ring, so they stopped swinging and waited until *the swing stopped* before they got off. Other children were still swinging, so they walked *far away* from the swings.

When they got into the schoolroom, Mrs. Brown said, "I am so proud of you. You *followed the rules.*" She didn't want them to get hurt because she *loved them very much.*

Place these pictures in the correct sequence to tell the story of Tom and Ann.

G. During the first day of school and prior to dismissal, the teacher talked to the pupils about school bus courtesy and about the proper way of boarding and getting off the school bus. For the first few days of school, the teacher accompanied the children to the bus stop and had them line up on the sidewalk waiting until the bus came to a complete stop. When the door had opened, the children entered the bus in an orderly fashion. Stress was placed on their remaining seated until the bus reached its particular destination. Children were instructed to be quiet near railroad crossings.

The teacher also met the bus on its arrival for the first few mornings, watching for pushing and shoving and correcting this misbehavior on the spot. This was done for several days and occasional spot checks were carried on throughout the school year.

The children built a bus from a large packing box. They put in chairs for seats and different pupils depicted various roles on the bus.

LEARNING TO UNDERSTAND ONE'S SELF AND TO GET ALONG WITH OTHERS

Having Fun with Our Family and Friends
The Family

CONTENT AREAS

Reading ---------- pp. 20, 22, 14–25

Speech and Language Development ---------- p. 20

Handwriting and Spelling ----------

Arithmetic ---------- p. 20

Science, Health, and Safety ----------

Social Studies ----------

Social Living and Mental Health ---------- pp. 21, 22

Physical Education ----------

Arts and Handcrafts ---------- pp. 20, 22

Music ----------

The Practical Arts ----------

Work Experience Programs ---------- pp. 21, 22

HAVING FUN WITH OUR FAMILY AND FRIENDS

This unit, developed in a wide age span class (8–16), actually started when we planned our daily program at the beginning of the school term. Each child was eager to tell about his summer experiences. Included in these were such activities as family picnics, vacations at camp, Boy Scout meetings, fishing, swimming, travel, fun at the farm and others of a similar nature.

As we looked forward to the new term, we planned a new classroom experience, an Open House activity, combining both work and fun. We decided to save things we had developed which we would be sufficiently satisfied with to exhibit. We were eager to share our achievements with our family and friends.

Toward the close of the term, final preparations for the display began. We tried to provide balance to our work, spending some time on the exhibit as we followed our regular schedule.

I. Objectives:

A. To inspire ideals of a happy and useful life.
B. To develop interests.
C. To develop a deeper appreciation of one's own work as well as his neighbor's.
D. To develop pride in the appearance of the schoolroom and school work.
E. To take pride in showing things to parents and friends.
F. To arouse interest in good manners.
G. To develop habits of courtesy.
H. To work and play happily together and to share.
I. To express thoughts clearly.

II. Approach:

A. Organizing the work
   1. Only the most deserving and most representative work was chosen for display.
   2. "Committees" were chosen.
B. Study and discussion of pictures of typical exhibits.
C. Read stories about exhibits and displays.
D. Looked at exhibits in local stores.

III. Activities:

A. We selected a place to exhibit our work.
B. Pictures were mounted and arranged on the bulletin boards.
C. We also displayed craft and handwork products.
D. We evaluated individual articles and pictures on display as a group.

IV. Correlations:

A. Language Arts
   1. Wrote experience stories concerning the work covered.
   2. We learned to use and spell common words pertaining to units.
   3. We made labels and slogans for pictures and articles.
   4. Invitations and notes to visit the Open House were sent to parents and children in other classes.
   5. A respectful attitude regarding the efforts of other people was discussed.
B. Reading
   1. Courtesy, safety and health stories were read.
   2. Family fun stories related to the unit were also developed or read.
C. Number work
   1. Measurements were made of the space required for bulletin board displays.
   2. Counting activities included such activities as the number of participants and the number and kinds of projects involved.
   3. The time schedule for the Open House was discussed.
D. Art
   1. Mounting, proper spacing, and arranging of articles was stressed.
   2. Color combinations were discussed.
   3. Lettering was taught.

E. Vocabulary
   1. Words relating to the unit were taught.

V. Culminating Activities:

A. Parents, administrators, teachers, other classes and anyone interested were invited to see the exhibit in our Project Room.
B. Pupils took pride in acting as hosts and hostesses to their parents and friends.
C. Every child participated. One child welcomed the guests. Other children were placed about the room, each having his particular display to point out and tell about. Another acted as guide to our main room, explaining academic work being done and showing points of interest.

VI. Evaluation:

A. The Open House activities provided parents with a clear idea of work being done in the special class as well as the individual progress of their children.
B. Promotion of better attitude of regular pupils toward the special group was facilitated.
C. Exhibit proved to be an important factor in promoting public relations between the school and the community.

THE FAMILY

Since this is a subject with which the children are familiar, they thoroughly enjoy it. They enjoy telling about their homes and family. It will provide valuable information to the special teacher and help her understand the individual child.

Since the home and family are the very core of our society, the more united the home, the more it improves society. Children come to realize that each member of the family has an important role to play. In a happy home no one member is a dominating ruler, but the family works and plays together for the good of all.

The child's mental, physical, and social needs are such, that great emphasis should be placed upon the developmental years of his life. As a member of the greatest force of society on earth, the family, he must be conscious of the fact, that as a part of that group, the welfare, happiness, and well-being of each individual is dependent upon all of the individuals of that group.

I. Motivation:

A. Questions to use in eliciting interest in the theme of the unit.
   1. How can the members of our family help each other by doing their own daily work?
   2. How do the different rooms in our homes help us live together? (Use.)
   3. How does our family have fun together? (Daily and on special occasions.)
   4. Let's go visiting. (Farm or city, friends, shops, travels.)
   5. Is company company? (Courtesy, hospitality.)
   6. Play safe. (Health, safety.)
   7. Let's help each other every day. (Character and sharing, cooperation, sympathy, kindness.)

II. Discussion:

A. Things the child can do for himself that will help the family.
   1. Pick up toys when he is through playing with them.
   2. Wait on himself in every way he can.
   3. Dress and undress himself as far as possible.
   4. Bathe himself with a little help from some adult.
   5. Hang up pajamas every morning and other clothes as needed.
   6. Put on play clothes after school.
   7. Wash his hands before meals and after going to the toilet.
   8. Brush his teeth after meals.

B. Things the child can do for the home.
   1. Wipe and put away dishes.
   2. Dust as far as he can reach.
   3. Help put living room and other rooms in order.
   4. Set the table.
   5. Sweep the porch and walk.
   6. Pick up things about the yard, such as toys, litter, etc.
   7. Bring in coal or wood, if needed.
   8. Match the socks after they have been washed.
   9. Answer the telephone when mother is not there.
   10. Watch the toaster at breakfast.
   11. Go on store errands if stores are nearby.
   12. Gather vegetables from the garden.

C. Things the child can do for others.
   1. Wait on and entertain a younger brother or sister.
   2. Save mother all the steps he can by going on errands about the home.
   3. Feed the pet.
   4. Help grandmother or grandfather.
   5. Get the mail.

D. Things father does to help the family.
   1. Helps mother with the garden.
   2. Takes care of the auto.
   3. Gets the home and yard ready for winter.
   4. Provides money so that the family lives comfortably.

E. Things mother does to help the family.
   1. Makes the home beautiful.
   2. Takes care of the flowers in the home or garden.
   3. Keeps the home and clothes clean.
   4. Buys and prepares food.
   5. Buys clothes for the children.
   6. Plans surprises for birthdays and other holidays.

III. Possible Outcomes:

A. Understandings
   1. Elementary concepts of family welfare and happiness.
   2. The necessity of happy family living.
   3. The interdependence of all members of the family.
   4. The necessity of being polite and helpful in the home.

B. Attitudes
   1. Concern with achieving unity in the family.
   2. Participation in the solution of problems in the home for more harmonious living.
   3. Recognition that all the members of the family have rights and responsibilities.
   4. Appreciation of the things parents and others do for us.

IV. Correlations

A. The children collected pictures from magazines about different home activities. They placed these on the bulletin board with appropriate captions and thought-provoking questions such as:
   1. What is the family doing?
   2. Why do you like best to be there?
   3. Whose home is it?
   4. What does mother do to make our home a good home?
   5. What does father do to make our home a good home?

B. We drew or painted pictures of the family in "Our Family Album."

C. We planned and made pictures showing different members of the family group at work and wrote appropriate captions.

D. We planned and made pictures showing "Family Fun," printing the appropriate captions.

E. A house was built from a packing crate with old cardboard boxes nailed to the sides. Wallpaper was hung on the walls. Furniture was constructed from orange crates. Curtains were fashioned from scraps of cloth. Children arranged the furniture and cut out pictures to hang on the wall.

F. Poems about the family:

Mother's Day

Sing a song of mothers
We love you everyone
You work for us and help us
And give us lots of fun

Father's Day

Oh, I sure am lucky
To have a dad like you
And it's nice to have this day
To tell you about it, too

I Love My Mother

I love my mother
For she is very kind
And everything she tells to me
I must directly mind;
For when I was a baby
And could not speak or walk
She helped me and cared for me
And taught me how to talk

Little Brother

I am the sister of him
And he is my brother
He is too little for us
To talk to each other
So every morning I show him
My doll and my book
But every morning he still is
Too little to look

Finger Play

This is the mother good and dear
This is the father full of cheer
This is the boy so big and tall
This is the girl who plays with her doll
This is the baby, the pet of them all
See the whole family, great and small

New Shoes

I have new shoes in the fall-time
And new ones in the spring
Whenever I wear my new shoes
I always have to sing

Shoes

My father has a pair of shoes
So beautiful to see!
I want to wear my father's shoes
They are too big for me

My baby brother has a pair
As cunning as can be!
My feet won't go into that pair—
They are too small for me

There's only one thing I can do
Till I get small or grown
If I want to have a fitting shoe
I'll have to wear my own

The Mouse

A mouse lives in our kitchen
We don't know what to do
He wants to eat our crackers
But we don't want him to
It's really quite a problem
We wish he could be shown
He ought to join his family
And leave our things alone

My Bath

Before I went to bed tonight
My mother made me scrub
My ears, and neck, and face, and feet
And the ring around the tub
To me it seems a waste of time
For tomorrow I will be
As dirty as I was tonight
When I gave a bath to me

Goldfish

My darling little goldfish
Hasn't any toes
He swims around without a sound
And bumps his hungry nose

Housecleaning

I have a little mop
I have a little broom
I have a little dust rag
And tidy up my room

G. Work and Play in the Home:

(Draw a line)

work

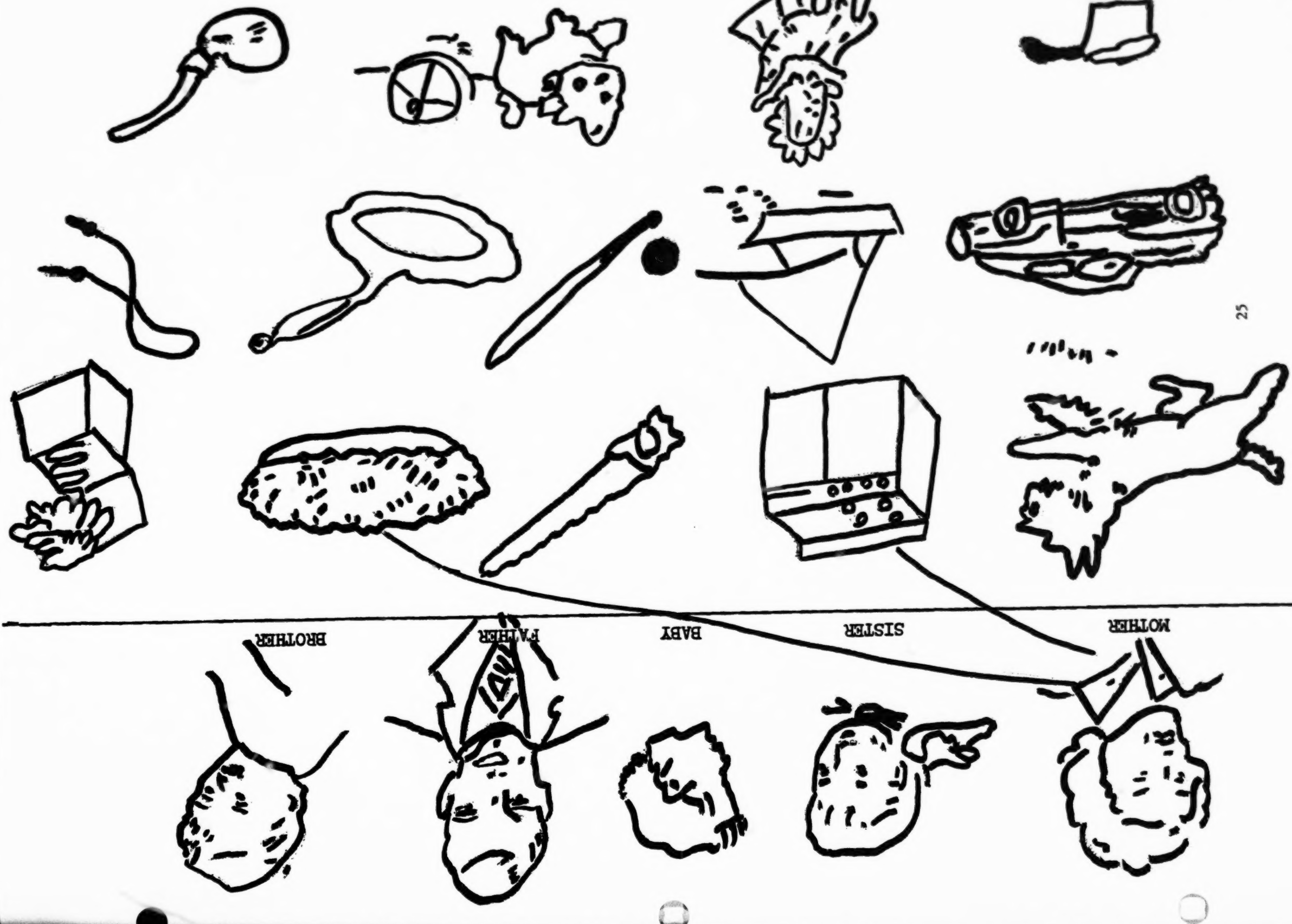
play

play

work

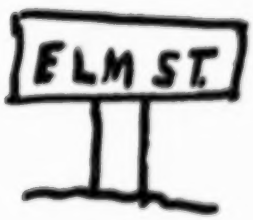
work

play


MOTHER
SISTER
BABY
FATHER
BROTHER

THE MAGIC OF SYMBOLS

Mentally retarded children acquire the ability to perceive, manipulate and comprehend symbols and concepts as all children do. They can derive pleasure and profit from basic academic instruction when it is introduced at the proper psychological stage of readiness. They enjoy books, numbers and language activities when they are introduced sequentially following a well conceived and balanced pre-academic curriculum developed for the mentally retarded. The following units are illustrative of creative local efforts designed to make learning meaningful and interesting.



LEARNING TO COMMUNICATE IDEAS

Reading Aids, Games and Activities
Use of Stencils in Teaching Manuscript Printing
Aids in Teaching Functional Arithmetic Vocabulary
The Use of the Telephone

CONTENT AREAS

Reading ..... pp. 28, 29, 64, 65

Speech and Language Development ..... pp. 28–41, 43, 64, 65

Handwriting and Spelling ..... p. 41

Arithmetic ..... pp. 30, 38, 42–63

Science, Health, and Safety ..... pp. 32, 40, 41

Social Studies ..... p. 40

Social Living and Mental Health ..... pp. 27, 34, 64, 65

Physical Education .....

Arts and Handicrafts ..... p. 65

Music .....

The Practical Arts ..... p. 64

Work Experience Programs ..... p. 46

READING AIDS, GAMES AND ACTIVITIES

(For Reading Readiness and Pre-Primer Levels)

I. Purpose:

The following games, activities, and reading aids have been gleaned from various sources such as books, manuals, magazines, and workbooks. Some of them are original ideas which have proven to be successful in my own teaching situation.

These activities are intended chiefly for use in the extended readiness and pre-primer reading program, but could with certain modifications, be adapted to other levels as well. Their purpose in the reading program is to supplement the basic reading program and to contribute to the more general development of the children. They should also prove useful in stimulating and maintaining interest during the prolonged readiness program. It is believed that children can gain much through the use of constructive games aimed at specific learning disabilities in individual children.

II. Activities to Aid in Developing Visual Discrimination:

A. Finding Similar Shapes

Folded pieces of construction paper are cut into various shapes, sizes and designs such as squares, circles, triangles, and stars. The children are given sets of these cutouts and asked to classify them according to shape or design.

This idea can be used in having the children classify colors.

A game can be made from this activity by having the one who classifies his set first or the one who classifies the greatest number be the winner.

B. Similarities

On a large tag board chart various symbols and shapes are pasted.

The children are given duplicates of the chart symbols and shapes and are asked to match them with those on the chart.

C. Home-Made Lotto

Pictures can be found and clipped from magazines or other sources of the various rooms in a house such as the living room, bedroom, bathroom, and kitchen. These are then pasted on cardboard about 9" x 12".

Smaller pictures pertaining to things one would use or find in a home such as a sofa, a toothbrush, a towel, and so forth are then cut out and pasted on small cards approximately 2" x 2". At least half a dozen pictures pertaining to each room should be found.

The games are played by distributing one large card to each player. The smaller cards are placed face down in the center of the table.

Each player takes his turn at drawing one of these cards from the table. If the picture which he picks up relates directly to his large picture, he keeps the card. If not, he holds it up and the one who can use it must say, "Please, may I have your card." Upon receiving the card, he must say "Thank you", or forfeit the card to the center of the table and pile.

The one acquiring a complete set of cards for his particular picture is considered the winner.

This game may be built around other subjects as well such as country, city, park, or around stores. Its possibilities are unlimited. It is valuable not only in developing visual discrimination but also in language development.

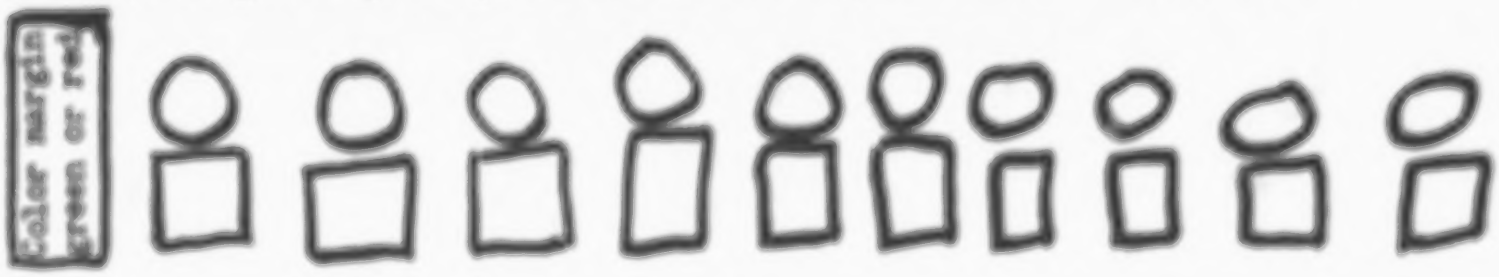
D. Learning to Follow a Line

Other geometric designs of varying sizes may be reproduced in a similar manner. This would also be true for pictures as illustrated below.

III. Activities to Develop Left-Right Direction

A. Dot and Circle Game

The teacher gives the children sheets of paper that have a green margin at the left and clusters of circles, squares, or other shaped objects drawn to the right of this margin. The teacher directs the children always to start at the green margin and put a dot in each circle or square. Varied directions may be given.

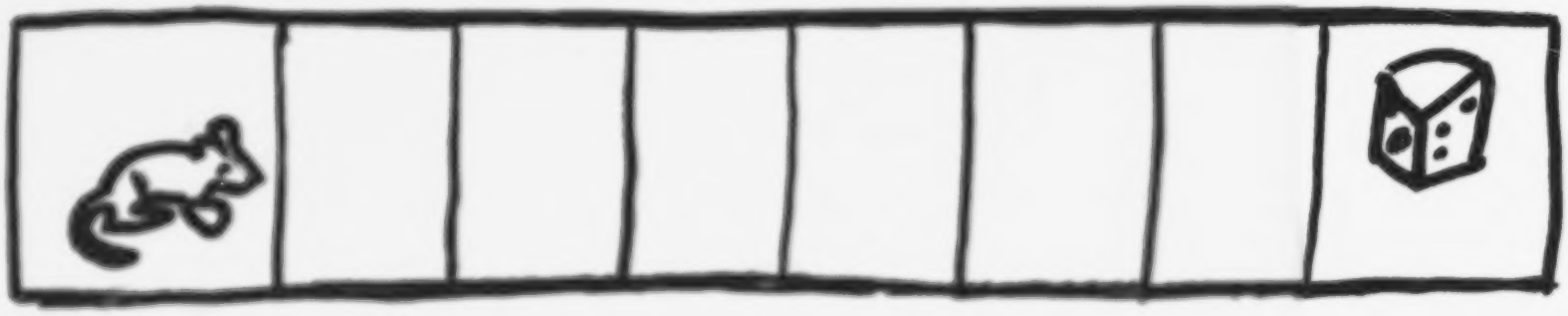


B. Line Game

This is similar to the dot and circle game. Sheets of paper with vertical lines arranged in groups of varying number are given to the children.

C. The Mouse Game

Children are given a sheet of paper divided into boxes and told to follow the path that the little mouse took to get the cheese. The path is drawn with lines, dots, or circles.



D. To Develop Visual Discrimination

The children are given sheets of prepared paper with short rows of lower case and capital letters. The children are instructed to put a circle around the big letters or the small letters.

AAA aaa aaa AAA Ccc Bbb

Animal Picture Study

For quite immature children the teacher selects a series of animal pictures, such as two cats and one dog. The children are asked to point to the picture which is different. Other classifications may be developed.

IV. Developing Auditory Memory and Discrimination:

A. Finding Non-Rhyming Words

The teacher pronounces a series of words that rhyme and one that does not rhyme. The children clap their hands when they hear the non-rhyming word. For example, the teacher says, "Right, fight, light, *see*, night". Children may be asked to listen a second time.

B. Tapping Game

The children are asked to listen while the teacher taps loudly then faintly. Someone is called on to repeat the tapping. A variation of this would be to hum a given tone loudly and then faintly and have it repeated as above.

C. Sounds Round About

Have a class or a small group close their eyes and be as quiet as possible. Ask them to listen for and remember all the sounds they can hear inside or outside of the room. After a short listening period, the children may discuss what they heard and try to locate the source of the sound.

D. Choral Speaking

Nursery rhymes as well as simple songs and poems may be recited by the group as a whole. This type of activity might be particularly helpful to the child who does not have the confidence to speak by himself.

E. "Auditory" Chairs

A game similar to "Upset the Fruit Basket" might be initiated at a time when children are getting restless and have been sitting still for quite a period of time. Each child may be given a name or a color after which the leader goes to the front of the room. The leader then calls off a name and upon listening and hearing their name, the children who are called must get up and exchange seats. The leader tries to get to one of the empty seats before it is filled. The one *not* getting a seat must then take his place at the front and act as leader.

F. Grouping Colors

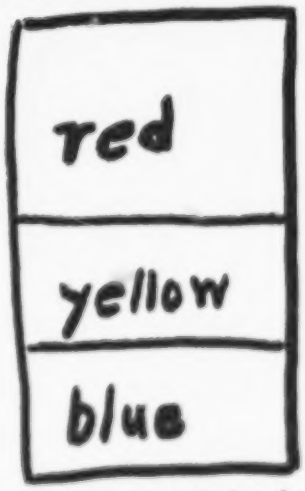
One child stands in the center and calls on all the children wearing a certain color to perform some activity such as hopping on one foot, walking like an elephant, etc. The game continues with a new child chosen to be in the center and call out a different activity with children wearing a certain color.

G. Sorting and Matching Race

Squares and circles of colored paper are arranged on the floor with colored balls and colored blocks. At a signal two children sort them out, one places the corresponding colored balls on the circles, the other places the blocks on the squares.

H. It Is I

One child is chosen to sit on a chair in the ring. Another child walks up softly behind him and taps him on the back of the chair. Seated child says, "Who is tapping?" Seated child guesses who it is by the sound of the other's voice.



V. Developing Concepts:

A. Color

This is another teacher-constructed device which can serve as a useful teaching aid in the classroom. This is simply constructed by using three colors of construction paper. The object of this device is to bring out color concept as well as the concept of top, middle, and bottom. A game can be developed by matching the colors with objects in the room or with clothing.

B. Concepts Related to Word Perception

When children begin to read from charts and pre-primers, they must learn to distinguish between words that look somewhat alike. Along with this, they must learn to understand and use such concepts as same, different, smaller, larger, big, bigger, biggest, up, down, tall, short, right, and left.

Most of these concepts can be developed best by a large variety of activities contributing to a focal ides.

Concepts of up and down might be developed by playing, "Simon Says," "Thumbs Up," "Thumbs Down," or by dramatizing "Jack and Jill."

C. Experience Charts

Experience charts can be of great value in developing concepts. Stories growing out of natural activities, special events, trips, and discussions can be used for the experience charts. A pet brought to school can also prove to be a good motivation for an experience story.

As the children become acquainted with the use of experience charts, they begin to pick out a familiar word or two in them. These experience charts may be bound together into book form. Small individual books may be made by the students as well.

D. Wall Charts

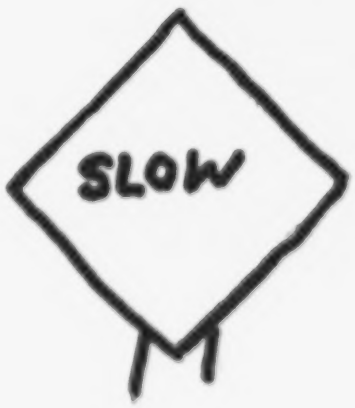
A large wall chart with pictures of all the characters in a pre-primer story or other familiar story is made. In the left margin, print the word that goes with the story or picture. For instance, the word, Mother would be placed by that particular picture. After the children have become acquainted with the words and pictures, a "window show" can be given. In one end of a large carton or shoe box is cut a square big enough to show the largest picture. A piece of cellophane pasted over the square will give it a windowlike effect. The teacher or a child then places one of the pictures in the "window" and a child points to a word on the word chart that belongs with that particular picture. For variation, the word may be exposed in the window, and the picture pointed to on the chart.

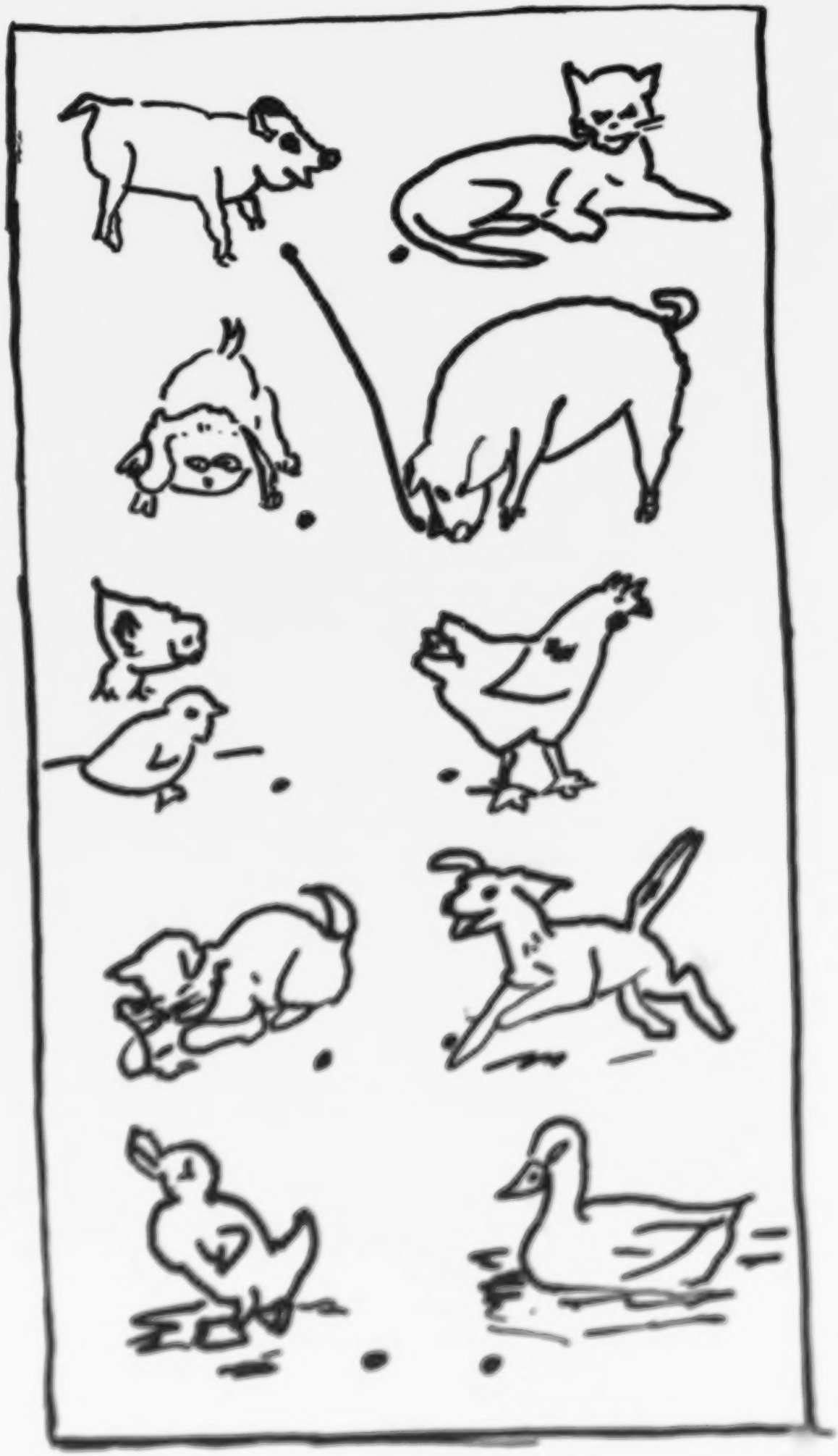
E. Sign Reading

Factual and imaginary stories may be developed concerning the use and value of common signs. Signs which the children will have a need for should be prominently displayed.

One activity or game could be developed by having children locate a sign after a description is given of it relative to its color, shape, or place where it would be located. Color and size concepts may easily be brought out in this activity as well.

Another suggestion is to have several children act as officers and station themselves about the room at various points each holding a sign. The other children may then take imaginary trips and as they pass each sign in their travels, they may read it or indicate their comprehension of its meaning.





A. Find My Mother

Many types of matching games can be devised on subjects such as young and old, weather, and clothes, stores and products and many others can be used.

For more permanence, it would be advisable to mount these games on plywood rather than cardboard.

Shoestring (round, 27 inch) cut in two, is attached to each picture on the left.

The children then match each piture with the correct one on the right.

B. Matching Cut-Out Pictures

Color books or illustrative story books may be used. The pictures are cut out and mounted. Each child may be given one or two mounted pictures.

One person then goes to the front and holds up a picture from the remaining pictures. The question is asked: (example) "Who has the cat?" This encourages oral expression and use of complete sentences.

The person having thus answered is then given the picture at which time he must answer with a polite "Thank you" while the giver replies with "You're welcome!"

C. Finding Missing Parts

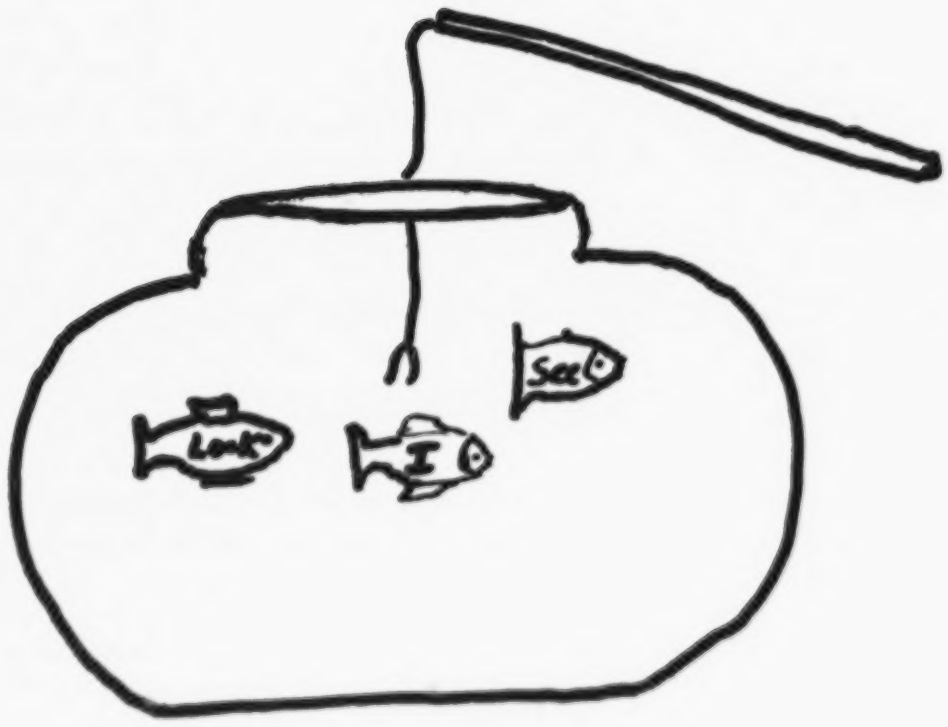
The teacher may use pictures from old readers, textbooks, magazines, or newspapers. Parts of the pictures are cut off, and the children must find the missing parts. For example, she cuts the fender off the picture of a car, or the tail off the picture of an animal, etc.

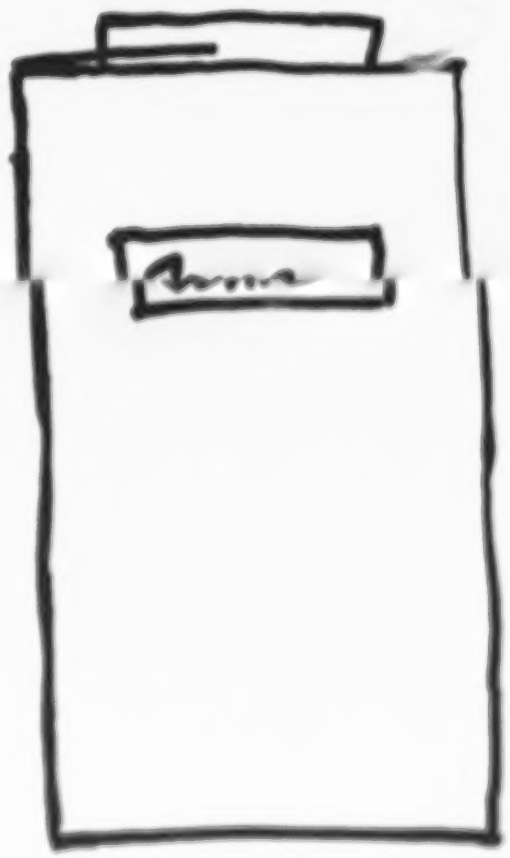
D. Tic-Tac-Toe Game

This game is very easily constructed and will be greatly enjoyed by the group as a whole.

Use a piece of heavy cardboard for the playing surface. Cut it to about 10 x 10 inches, and mark off two vertical and horizontal lines. Color the lines with crayon or ink. Then trace the X and O onto little cards about $2\frac{1}{2}$ x $2\frac{1}{2}$ inches. You will need five of each.

Give each of two players a set of these cards. Turns are then taken in placing the cards down on the squares or spaces. The first person to get a straight line of X's or O's wins the game.





VII. Games for Word Drill and Recognition:

A. The Fish Pond Game

This game may be adapted to either the readiness program or the preprimer level. If used with the readiness program, pictures may be substituted on the fish for words, or sight words which the children have encountered may also be used.

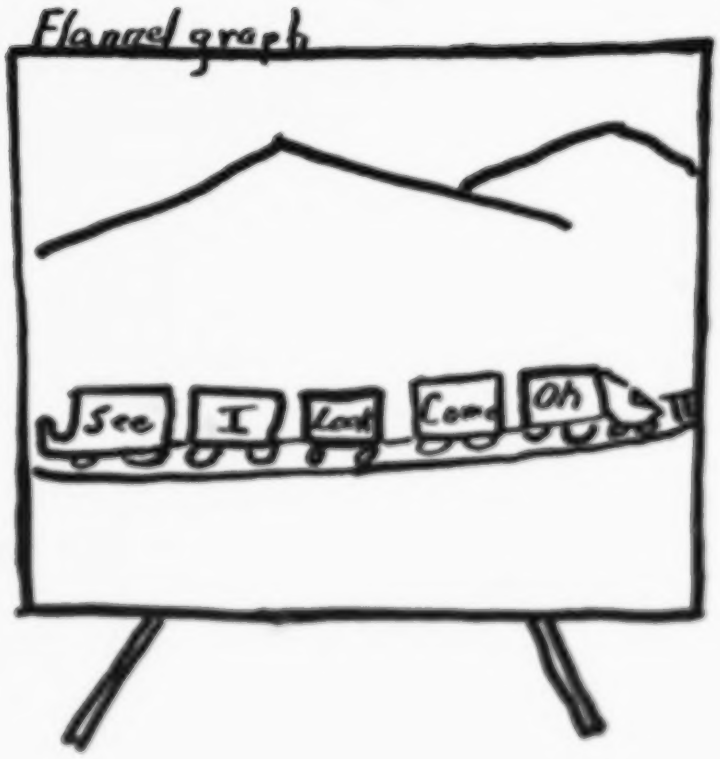
The fish are simply constructed of stiff paper or cardboard with a paper clip fastened to each one. A small magnet is then attached to the end of the line.

The game can prove valuable in reviewing vocabulary and sight words. If used with pictures it can aid in visual discrimination and can prove helpful in developmental language activities such as formation of sentences.

B. Television Game

For this game, desired words or pictures are arranged on a card. Another card or [illegible] is constructed with a peephole in the front which serves as the television screen. By sliding the word card behind the larger card or pocket card one word can be made to appear at a time at the peephole.

The game can be used for vocabulary drill on sight words at the pre-primer stage or can be used in the reading readiness stage by substituting words for pictures. The children could then describe in sentences what they saw on television.



C. Word Train

For this game, small train cars are cut from colored construction paper. Vocabulary words are printed on the train cars and sandpaper squares are pasted on the back of each of the cars in order that they may be used on the flannelgraph.

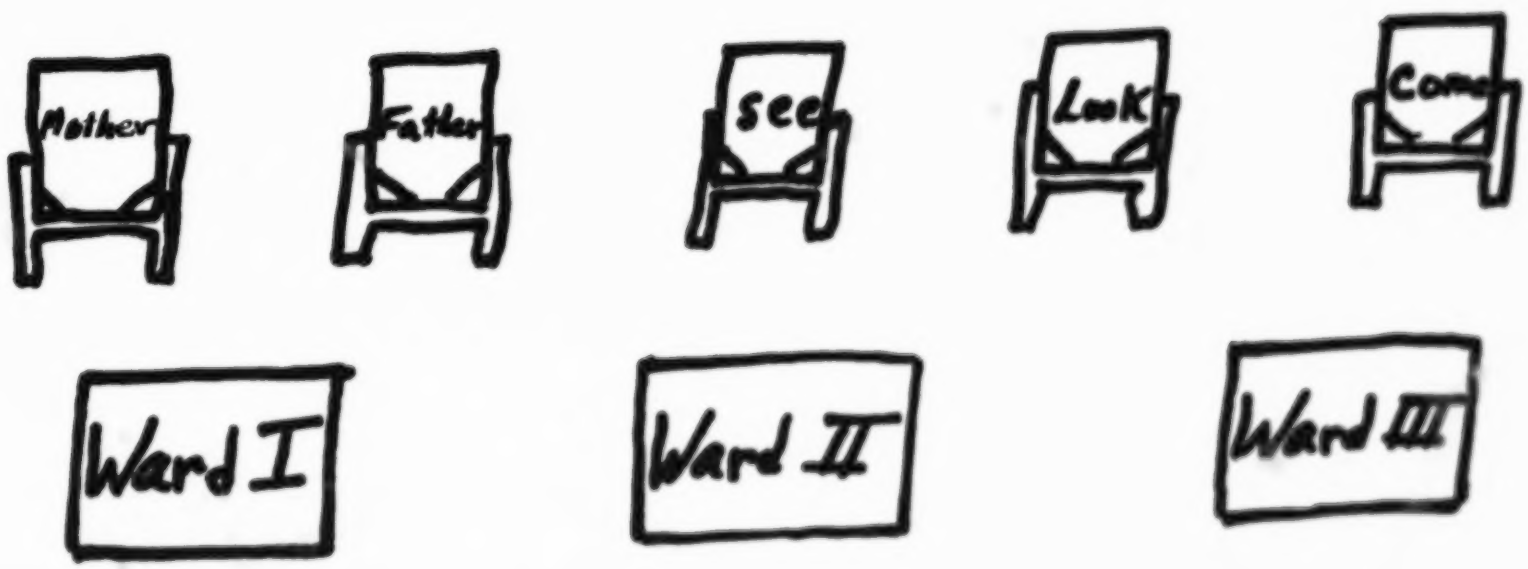
The children then try to see how long a train can be constructed on the flannelgraph. Before adding a car to the train, they must know the word on the car. This game may also be used in constructing simple sentences. Number concepts can also be brought in by counting the cars. Colors can also be discussed.

D. The Baseball Game

This game is another which can prove useful in reviewing basic vocabulary words.

The child may score a home run by giving [illegible] word, he must go back to the base just passed.

If this game is played on the board, the entire class may play the game. Another possibility would be to divide the class into teams to see which team could score the most runs.



E. My Word Hospital

Basic text vocabulary or any troublesome sight vocabulary may be used for this game. Words mispronounced are put to bed in the "Word Hospital." If pronounced correctly the next day, they may leave their beds and go to Ward I. On the second day, if correct they may move to Ward II. When Ward III is reached, they may leave the hospital, but each time a mistake is made, they return to bed.

This may be used in the pre-primer program and with modification can also be used in other grades.

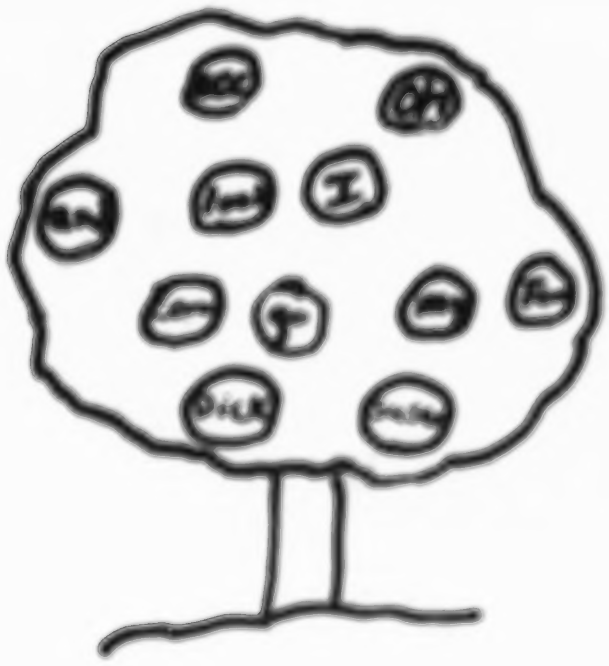
F. Word Race

There may be more than one player. Each player has a sheet of words we should know. A dice or spinner may be used. If the spinner stops at two the person may say two words. If an error is made, he must go back to where he started. The object is to see who will get home first by saying all the words.

G. Our Word Bank

For this game, a cardboard bank can be constructed with a pocket for the "slot" to hold the word cards deposited. Each child is given a chance to see how many of a given set of words he can deposit in the bank.

Instead of a cardboard pig, an empty container could be used for the bank such as an empty oatmeal box. This game could apply to the pre-primer program.



H. Picking Apples

This game is perhaps used to best advantage with a flannelgraph. A flannel apple tree is needed first on which to put the apples. The apples are cut from red construction paper and can be used with the flannelgraph by pasting a small square of sand paper on the back of each one. Vocabulary words are then printed on each apple. The object of the game is then to see how many "apples" each child can pick off the tree. The child must be able to read the word on the apple before picking it.

Number concepts may also be brought out through counting the apples on the tree, the apples picked, etc.

The concepts of "on" and "under" may also be brought out by having some apples *on* the tree and some *under* the tree.

This game may be used in the pre-primer program but could also be used in the readiness program by putting the sight words learned such as the children's names on the apples.

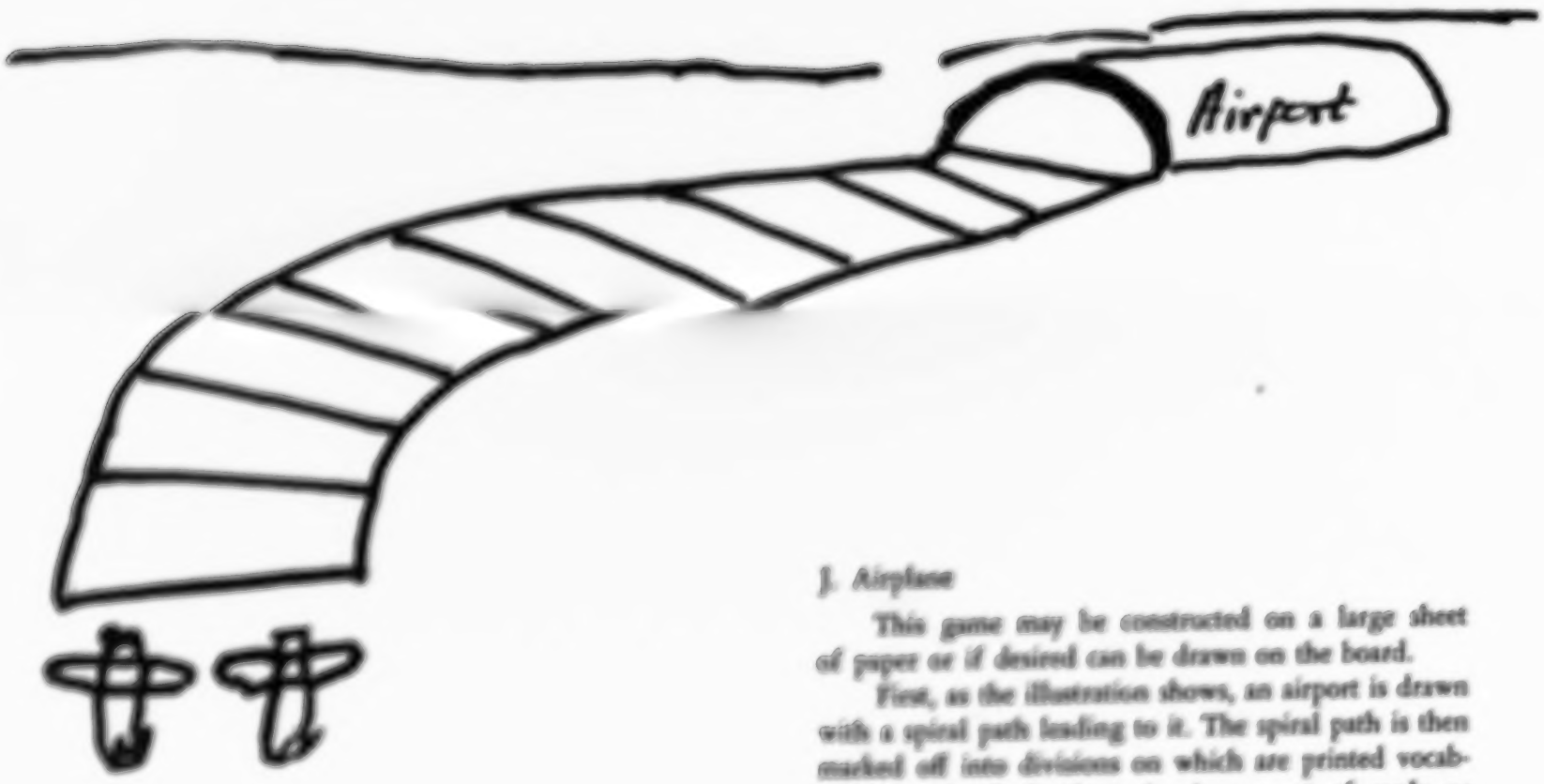
1. look
2. see
3. come
4. oh
5. Tom
6. Betty
7. play
8. and
9. the
10. Mother
11. Father
12. apple

I. Wheel of Chance

A large cardboard clockface is numbered from 1 to 12 and fitted with a large movable hand.

A list of words may be printed alongside the clockface either in the board or on a sheet of paper and numbered from one to twelve.

A child is called on; he flicks the hand with his fingers, sees the number at which it stops, then reads the corresponding printed word or phrase.



J. *Airplane*

This game may be constructed on a large sheet of paper or if desired can be drawn on the board.

First, as the illustration shows, an airport is drawn with a spiral path leading to it. The spiral path is then marked off into divisions on which are printed vocabulary words. Each player is given a set of cards on which the same words are printed.

The game begins with both airplanes in the lower left space and each player's cards face up.

The first player reads the word on his top card. If the word is the same as the one in the first space of the path, his plane is moved to that space. If not, he may not move. His card is placed on the bottom of his deck and the other player takes his turn. The winner is the one whose airplane reaches the hanger first.

This game may be revised for early reading by substituting pictures for words.

VIII. Finger Plays:

A. Two eyes to see God's lovely world.
(Place fingers around eyes.)
One little mouth to sing. (Point to mouth.)
Two hands (hold up hands) and feet (point to feet)
to work and play.
One little heart to love. (Either put hand over heart or make heart shape with fingers.)
(Bow head and fold hands.)
For all these things you gave to us,
Our thanks dear God above.

B. These are Mother's knives and forks,
(All fingers held straight, bring right hand to table
(knives) then left hand (forks)).
This is Mother's table.
(One hand is held up palm toward face. Use other hand to fix hair, etc.)
And this is Baby's cradle.
(Lock the fingers, cup the hands, and swing them back and forth.)

C. Ten little fingers
Tall and straight
Ready for school
At half-past eight
(Hold both hands up, fingers straight, count fingers on one hand, then the other hand.)

D. I'm a little teapot short and stout,
(Form circle with hands)
Here is my handle (hand on left hip)
Here is my spout (Cross third finger over index finger.)
When I get all steamed up
Then I shout
"Just tip me over and pour me out."
(Tip spout downward to floor.)

E. Rain
When God sends down (Hold hands over head, gradually dropping hands, moving fingers as rain drops.)
The rain from the sky
We make an umbrella (Put index fingers inside of palm of other hand.)
To keep us dry! (Raise over head.)

F. I touch my head
I touch my toes
I shake my hands
Just to see them go!
I fold my arms
I cross my feet
I nod three times
I take a seat.

G. Ten brave firemen
Sleeping in a row
Ding goes the bell (Clap.)
Down the pole they go
Jumping on the engine
Oh! Oh! Oh" (Steer.)
Putting out the fire
Sh! Sh! Sh!
Home so slow (Drive.)
Back to bed again (Fold hands and tip head on them.)

H. Rabbits

A family of rabbits
Lived under a tree
(Close right hand and hide it under tree which is the left arm.)
A father and mother
and babies three
(Hold up thumb, then one finger, then another, then five.)
Sometimes the bunnies
Would sleep all day
(Close right hand.)
But when night came
They liked to play
(Hold up three fingers.)
Out of the nest
They'd go—creep, creep, creep
(Move three fingers slowly along.)
While the birds in the trees
Were all asleep
(Continuing moving fingers.)
Then what fun
(Move the three fingers rapidly up and down left forearm.)
But when mother said
It was time to rest
(Hold up second finger.)
Pop, they would scamper
Right into their nest
(Clap hands quickly and hide right hand under left arm.)

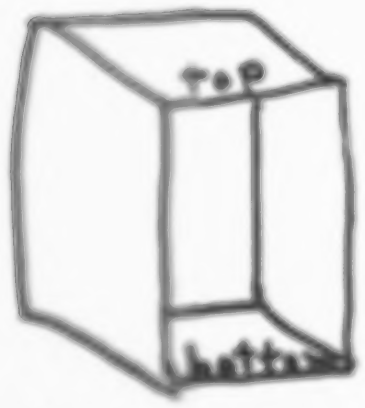
THE USE OF STENCILS IN TEACHING MANUSCRIPT PRINTING TO RETARDED CHILDREN

The teaching of manuscript printing to retarded children is often a slow and tedious task causing frustration to both teacher and pupil. The child's early attempts are very crude and inaccurate and the teacher has a difficult task before him. According to Thorndike's theory of learning, desirable responses should be rewarded and undesirable responses should be punished. Although punishment is not desirable in the learning situation, if the teacher rewards (reinforces) the child's very poor attempts at forming letters, this poor performance is likely to persist and the printing will not improve. Obviously, the most desirable learning situation would be one in which the child produced a perfect reproduction the first time and each succeeding time so that the teacher could reward the behavior and the "habit" would persist. However, this usually does not happen.

First, the teacher is attempting to teach a kinesthetic-motor skill using visual stimuli. It is very difficult for a retarded child to translate visual stimuli into a kinesthetic-motor performance. Mowrer, in his two-factor theory advocates the usefulness of teaching habits directly through the appropriate sense modality, that is, actually have the child experience and get the "feel" of the skill as it should be performed. We, therefore, need a beginning technique which would: (1) allow the habit to be learned directly through direct feedback from the sense modality involved; (2) guarantee a perfect performance at the first attempt and each attempt thereafter which will give the child the satisfaction of producing a perfect product the first time and enable the teacher to praise (reinforce) this habit so it will persist.

Special stencils can be fastened onto a child's tablet by means of a metal guide, and a stylus-like pencil can be locked into the stencil so that it is impossible for the child to get the stylus out of the stencil. Now the child is forced to follow the stencil pattern and, although the process will be very slow at first, the final production will be a perfect letter which will give satisfaction to the child and allow the teacher to praise the results. At the same time, the child, on each successive trial, is learning by actually experiencing the kinesthetic feedback of making the letter correctly. The child never makes a mistake and thus does not practice his mistakes, which would cause them to persist. It is thus impossible to build up bad habits. The stencils could be used to form words and the child could be given practice writing his name and common words without experiencing the frustration of making mistakes. When the child becomes skillful, the stencils can be removed.

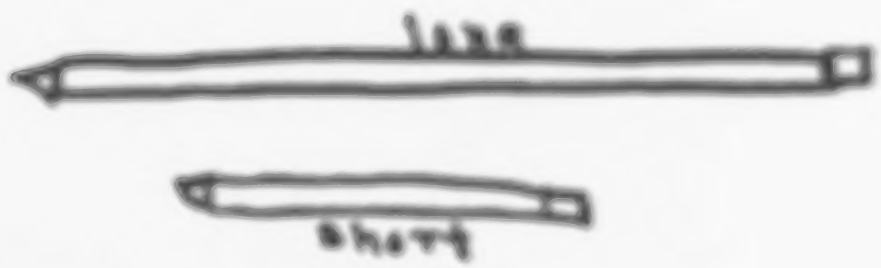
Modified stencils can also be developed for use in printing while at the blackboard and to assist the child in drawing pictures or geometrical designs.



AIDS IN TEACHING FUNCTIONAL ARITHMETIC VOCABULARY TO PRIMARY LEVEL RETARDATES

1. Purpose:

The following pages have been compiled to aid the teacher in developing work sheets to reinforce the teaching of arithmetic vocabulary meanings.
These sheets are to be used after many concrete experiences have been provided. Many of the activities may be presented with different purposes in mind.
The terms selected are not in a sequential pattern, as the informational work in the early primary classes should be integrated with activities that are real, functional and individualized for the children.



II. Table of Contents

Vocabulary	Lesson Number
Shapes	
Circle	1, 2, 3, 19
Rectangle	1, 2, 3
Triangle	1, 2, 3
Straight	4, 5, 6
Curve	4, 5, 6
Measure	
Inch	61
Foot	61
Pint	9, 10, 11
Quart	9, 10, 11, 12
Gallon	11
Half-Gallon	12
Money	
Cent	53
Nickel	53
Dime	53, 54, 55, 56
Quarter	55, 57
Half-Dollar	58, 59
Dollar	60
Group	
Dozen	68, 69, 70
Pair	71, 72, 73
Location	
Above	1
After	13, 20
Back	14, 17
Before	13
Beginning	7
Behind	14
Beneath	44, 19
Between	39, 43
Bottom	44
Close	9
Down	17, 27
Eighth	22, 65, 66
End	7
Far	9
Fifth	13
Fourth	13
Front	14, 17, 20
High	25, 27
In	39
Inside	39
Left	14
Low	26, 27
Middle	14, 34, 43
Near	9
Ninth	22
Next	21
Off	15, 16
On	15, 16
Out	39
Outside	39
Over	19
Right	19
Second	17, 20
Seventh	22
Sixth	22
Tenth	22
Third	13
Top	44, 49
Under	19, 44
Up	20, 26
Quantity	
Empty	31, 32
Handful	31, 32
Jarfull	33
Few	41
Less	33
Many	41
More	33
Most	41, 42
None	45
One-half	46, 47
Part	52
Piece	46, 47, 48, 52
Same	37
Whole	46, 47, 48, 52
Size	
Big	15, 50
Biggest	15, 50
Little	15, 50
Large	36, 37
Long	10, 51
Longest	40
Narrow	38
Narrowest	38
Short	25, 52, 51
Small	36, 37
Smallest	36
Tall	25
Tallest	25
Thick	29
Thin	29
Widest	38
Time	
Clock	62
Day	64
Hour	62
Month	63
Night	64
Season	66, 67
Week	65

1

Put X on the circle

Put • on the triangle

Put XX on the rectangle

2

Is the rectangle first?

What is between the △ and ▭ ?

Put X on the curved line.

3

Put • on the first picture.

Put • • on the second picture.

Put • • • on the third picture.

4

Put X on the straight line.

Put XX on the curved line.

5

Put X on the figure made from straight lines.

Put XX on the figure made from curved lines.

6

Color the straight figure red

Color the curved figure blue.

7

Put + where the walk begins.

Put O where the walk ends.

Color the animal near the tree black.

Color the animals far from the tree red.

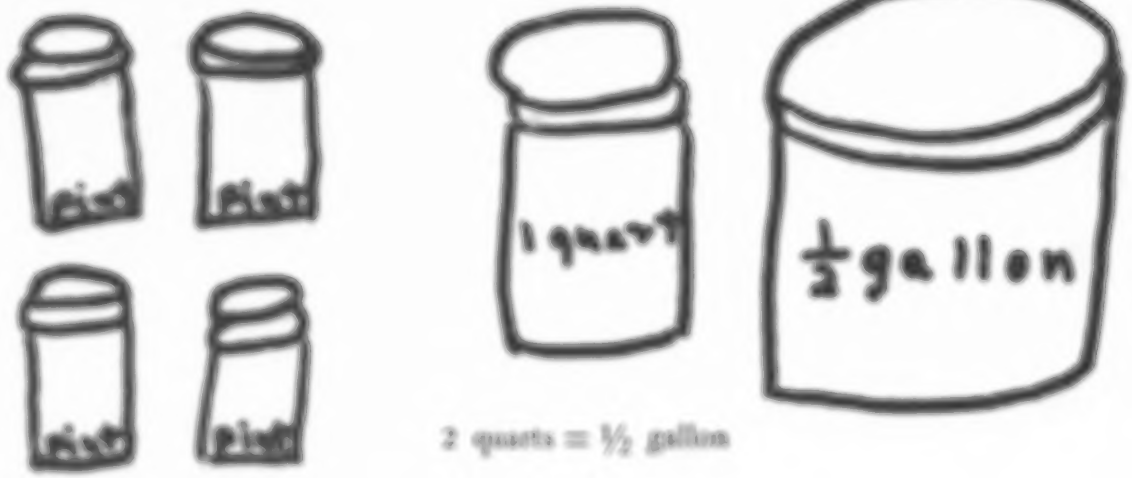
9

2 pints = 1 quart.

Color a quart orange.

Color a pint green.

11



2 quarts = ½ gallon

4 quarts = 1 gallon

Color the carton that is the same as 4 pints yellow.

10

Color a pint blue.

Color a quart red.

12

Color the one that is the same as 4 quarts red.

Put X on the third animal.

Put O around the fifth animal.

Put XX on the animal after the duck.

Put a / on the animal before the cat.

Put a big X on the shoe that is on.

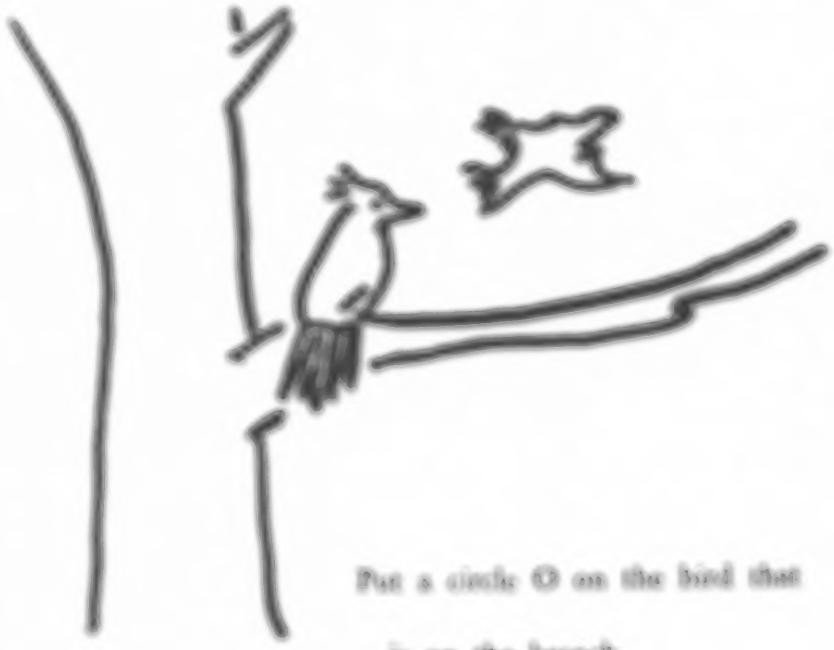
Put a little x on the shoe that is off.

Who is first? .....

Who is in the middle? .....

Who is in front of the pig? .....

in back of it? .....



Put a circle O on the bird that is on the branch.

Put o on the bird that is off of the branch.

Who is in **back**? Who is in **front**?

Who is **up**? Who is **down**?

Who is **first**? Who is **second**?

Put • on something in the girl's **left** hand.

Put X on something in the boy's **right** hand.

What is **above** the table?

What is **below** the table?

Put X on something **under** the table.

Put / on something **over** the table.

Put O on the boy going **down**.

Put X on the boy going **up**.

21

What is next to the pumpkin?

Put X on it?

What is next to the chair?

Put O around it.

22

Put X on the seventh cup.

Put a O around the ninth cup.

Put a — over the sixth cup.

23

Color the first truck blue.

Color the second truck red.

24

Color the first soldier green.

Color the soldier in between red.

Color the last soldier blue.

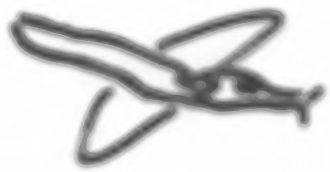
Put X on something tall.

Put O on something short.

Color something high red.

Who is up? high?

Who is down? low?



Color something up red.

Color something low blue.

Put X on the front.

Put XX on the back.

29

Color the thin book red.

Color the thick book blue.

30

How many ducks are in the water?

How many ducks are out of the water?

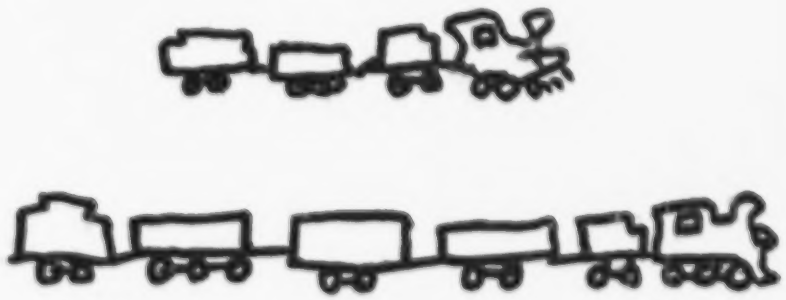
31

Put X on the empty hand.

Put XX on the full hand.

32

Color the jar that is full.



Put X on the train with more cars.

Put XX on the train with less cars.

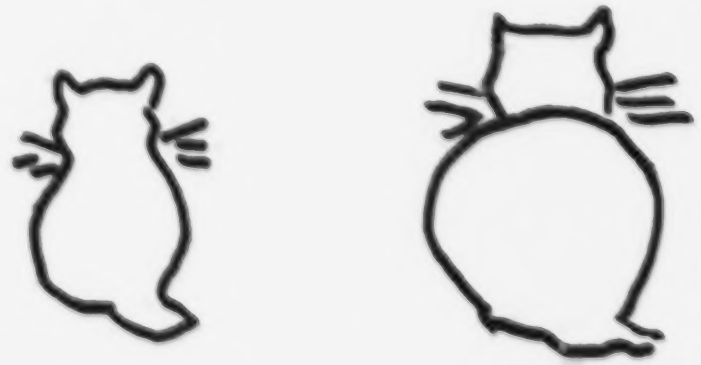
Color the **biggest** ball yellow.

Color the **smallest** ball green.

Put X on the ball in the **middle.**

Which tree is **tallest?**

Which tree is **shortest?**



Color the **large** cat brown.

Color the **small** cat black.

37

Put X on the **larger** pig.

Put XX on the **smaller** pig.

39

Color the **widest** window yellow.

Color the **narrowest** window blue.

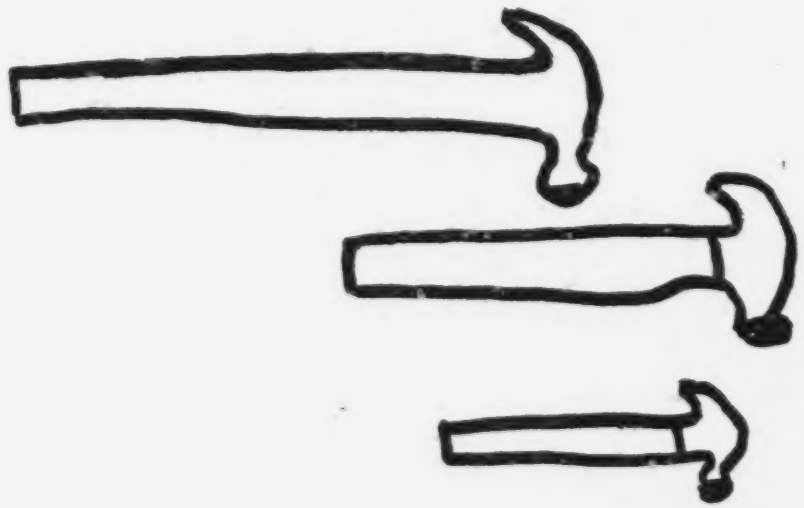
Color the window in **between** green.

38

Put X on the **widest** house.

Put XX on the **narrowest** house.

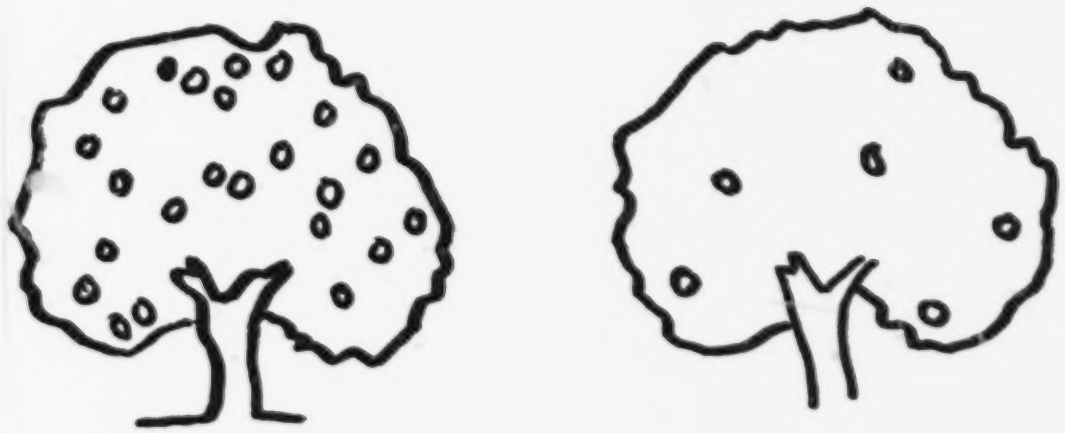
40



Put • on the **shortest** hammer.

Put •• on the **longest** hammer.

41



Put X on the tree with few apples.

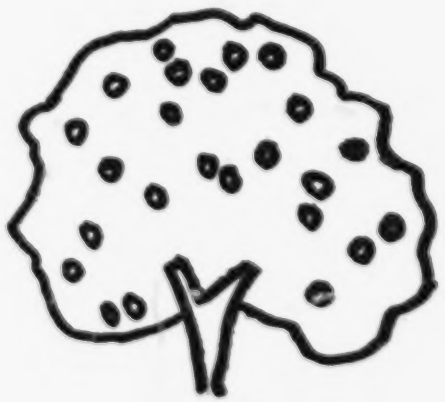
Put XX on the tree with many apples.

43

Put X on something in between.

Put XX on something in the middle.

42



Put X on the tree with many apples.

Put XX on the tree with the most apples.

44

Color something at the top red.

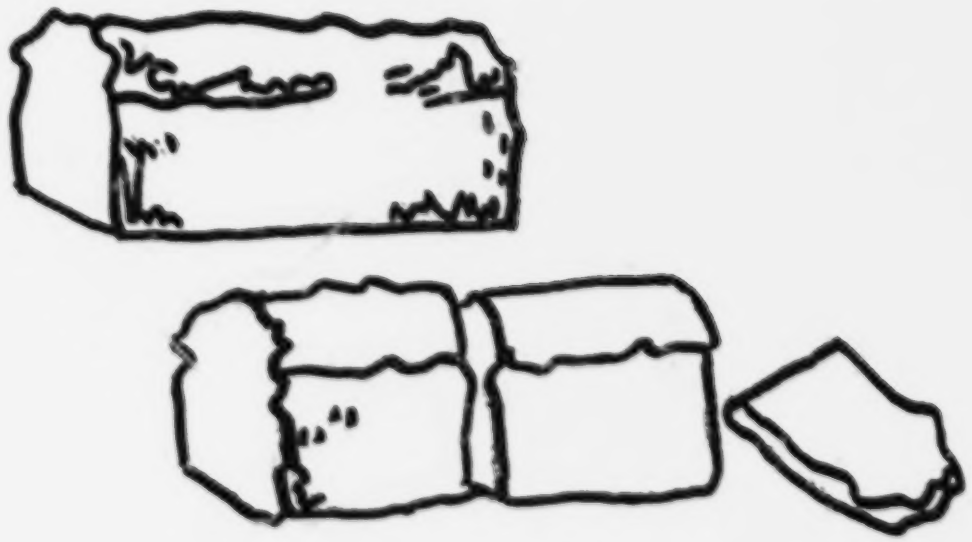
Color something at the bottom blue.

Put X on the glass that has the most.

Put XX on the glass that has none.

Color the whole cake yellow.

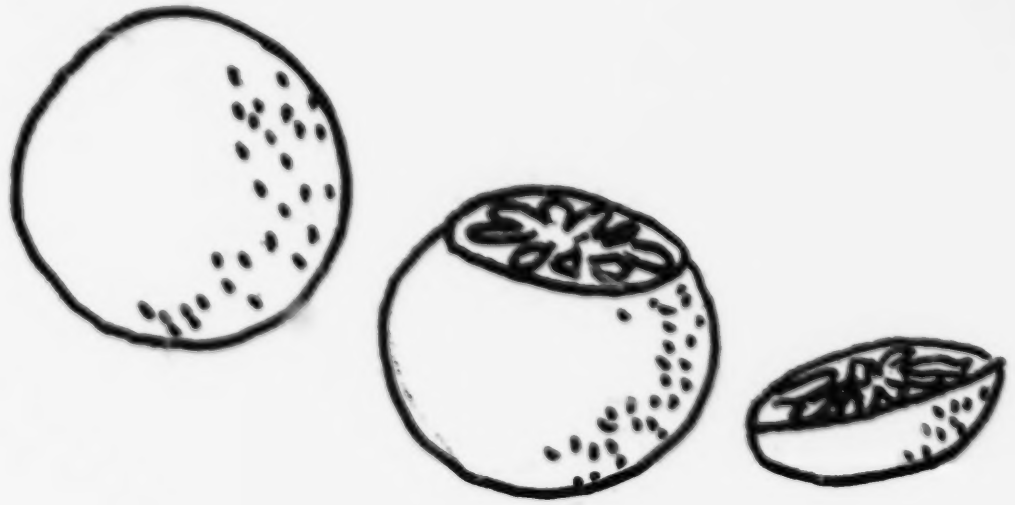
Color a half of a cake orange.



Put O on a whole loaf.

Put X on a half loaf.

Put XX on a piece of a loaf.



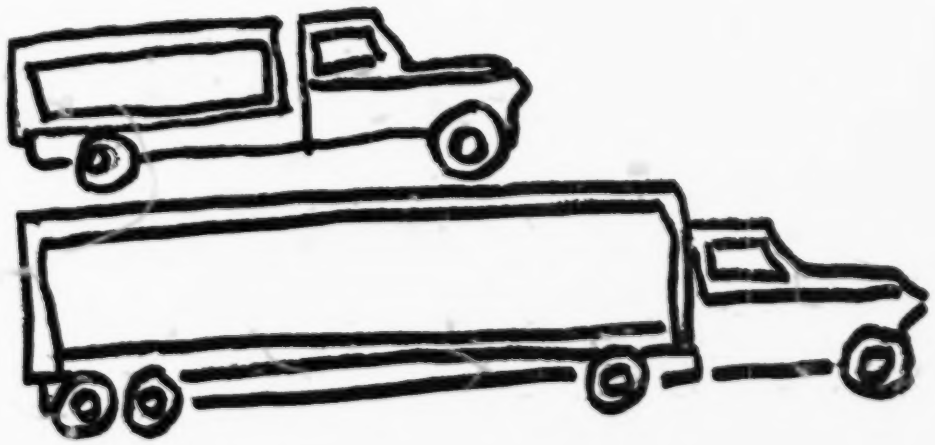
Put X on a whole orange.

Put XX on a piece of orange.

Put X on the kitten **outside** of the box.

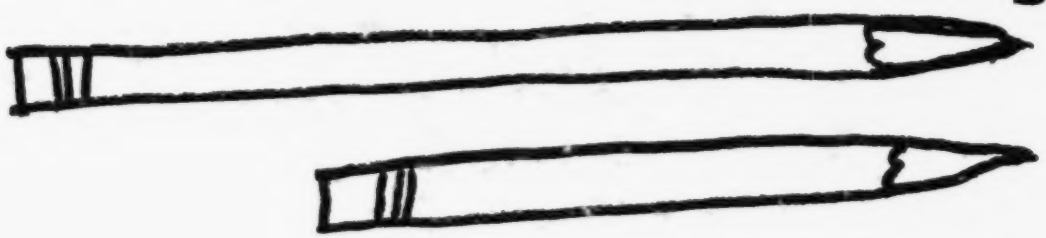
Put XX on the kitten **inside** of the box.

Color the kitten on **top** of the box.



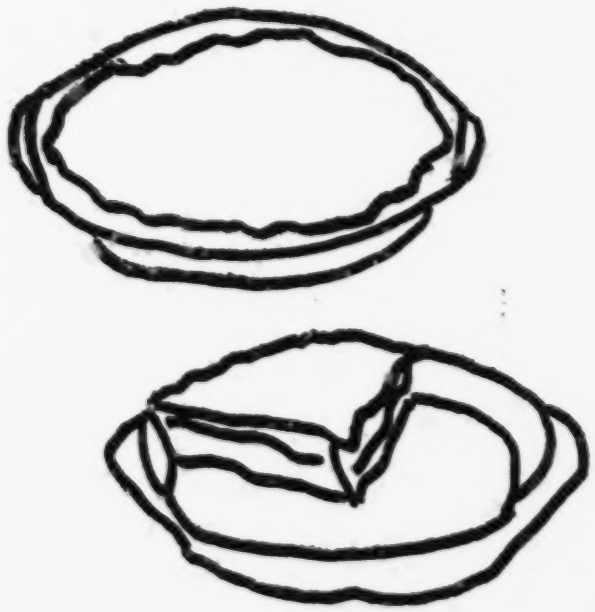
Put O on the **big** truck.

Put X on the **little** truck.



Color the **long** pencil green.

Color the **short** pencil yellow.



Put X on the **whole** pie.

Put XX on a **part** of a pie.

How many **nickels** do you see? --------

How many **pennies** do you see? --------

How many **pennies** do you see? --------

How many **nickels** do you see? --------

How many **dimes** do you see? --------

How many **dimes** do you see? --------

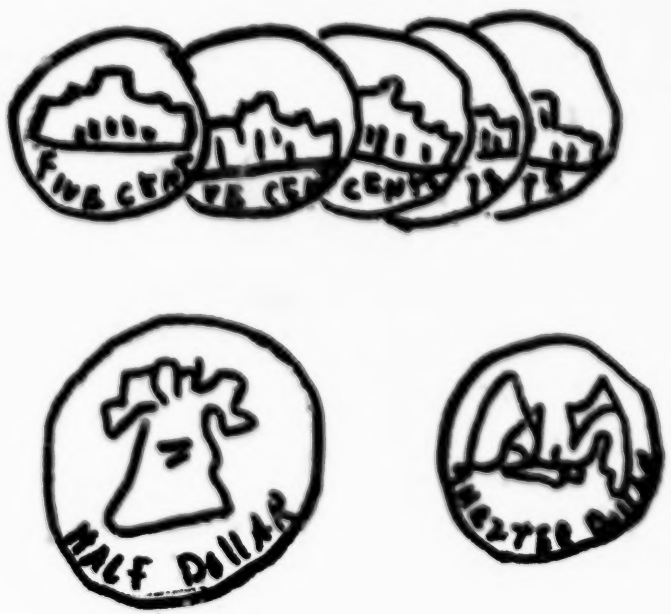
How many **quarters** do you see? --------

How many **nickels** do you see? ------

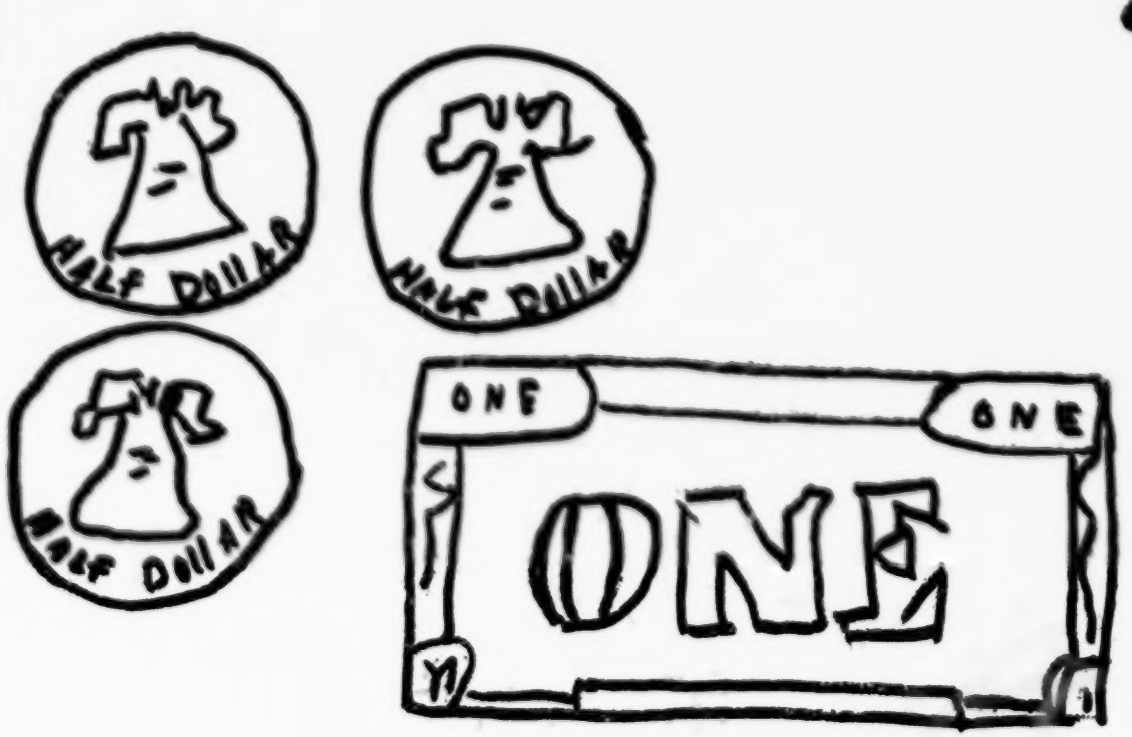
Put a **circle** around the two that are the same.

Put X on the coin that has more than ten pennies.

Put X on the ones that are the same.



Put X on the one that is not the same.



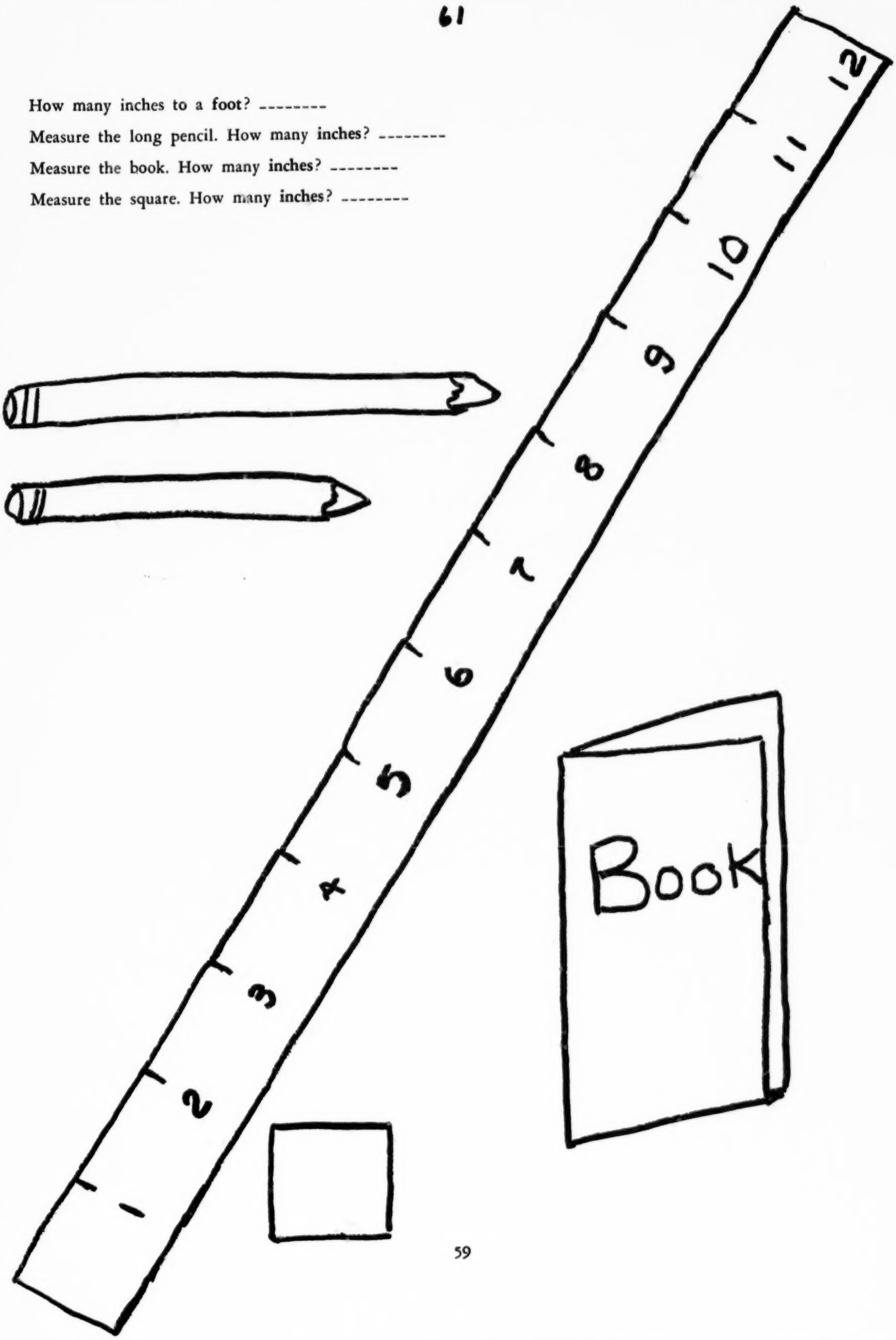
Color the coins that add up to a dollar.

How many inches to a foot? --------

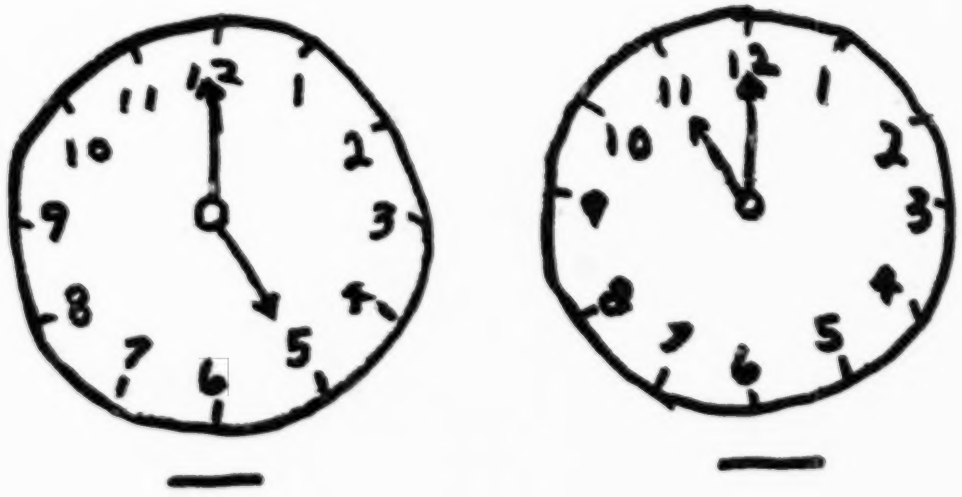
Measure the long pencil. How many inches? --------

Measure the book. How many inches? --------

Measure the square. How many inches? --------



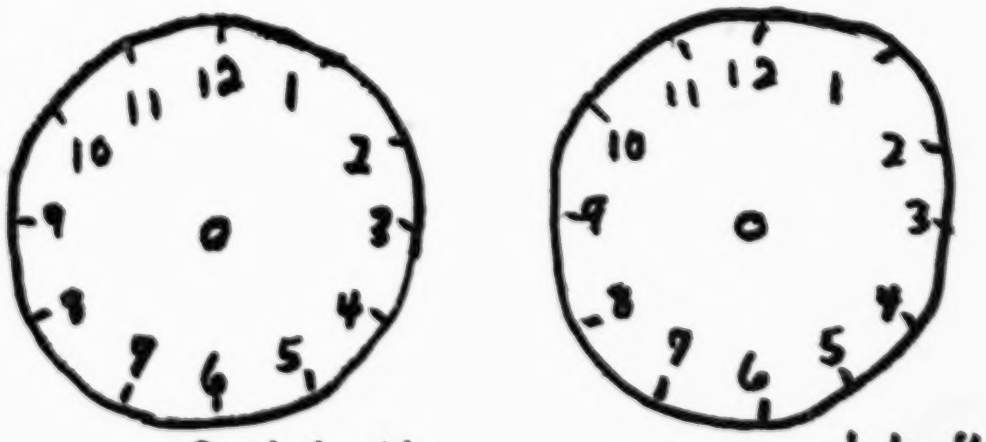
62



What **time** does the **first** clock have? --------

What **time** does the **second** clock have? --------

63



Put the right **time** on the clocks.

64

Put a big **X** on the picture showing **day.**

Put a little **x** on the picture showing **night.**

65

September						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Color the days we come to school red.

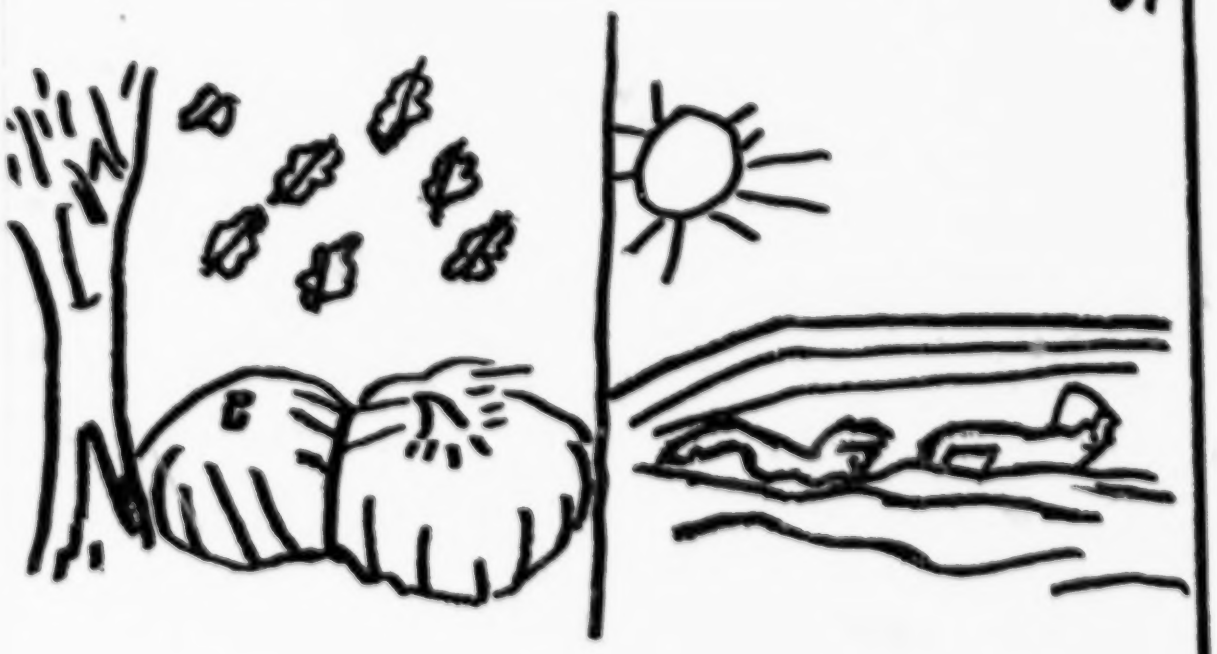
Color the days we do not come to school blue.

66

Put X on what we see in spring.

Put XX on what we see in winter.

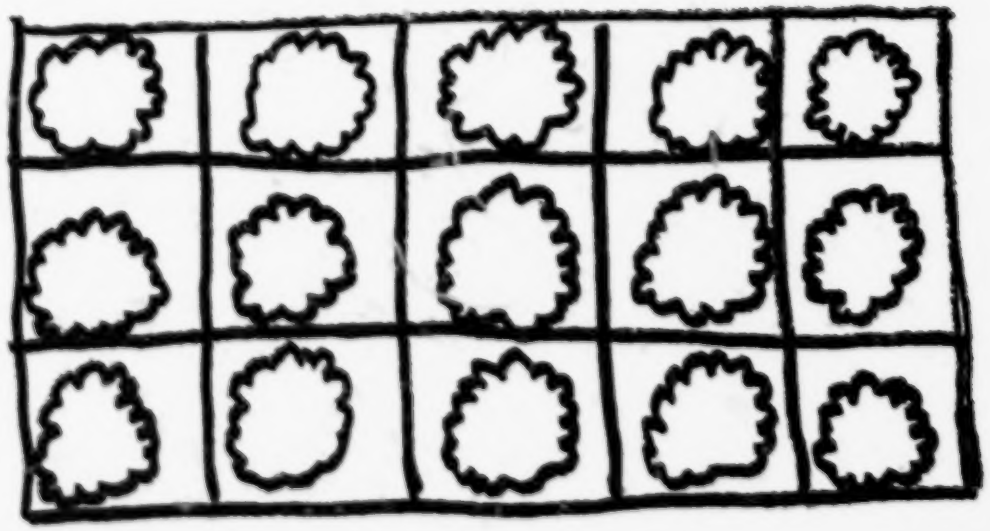
67



Put X on the picture that shows fall.

Put XX on the picture that shows summer.

68



Color 1 dozen cookies brown.

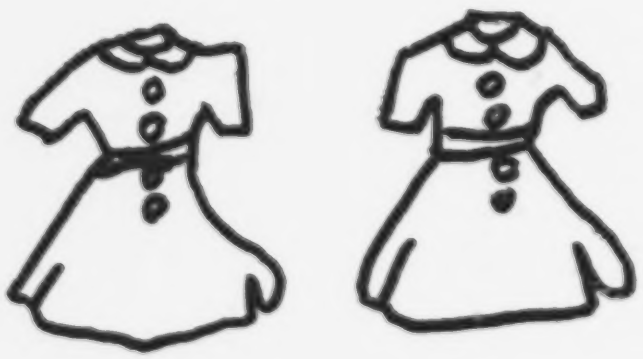
69

How many dozen do you see? --------

70

Put X on the dish that does not have a dozen.

71



Is this a pair?

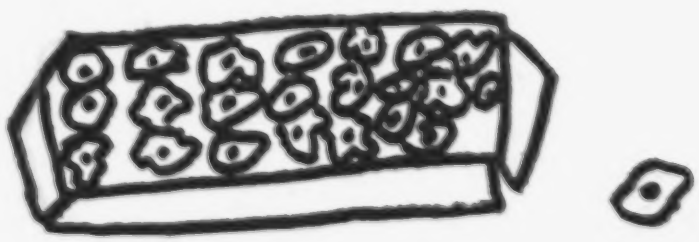
72

How many pairs do you see?

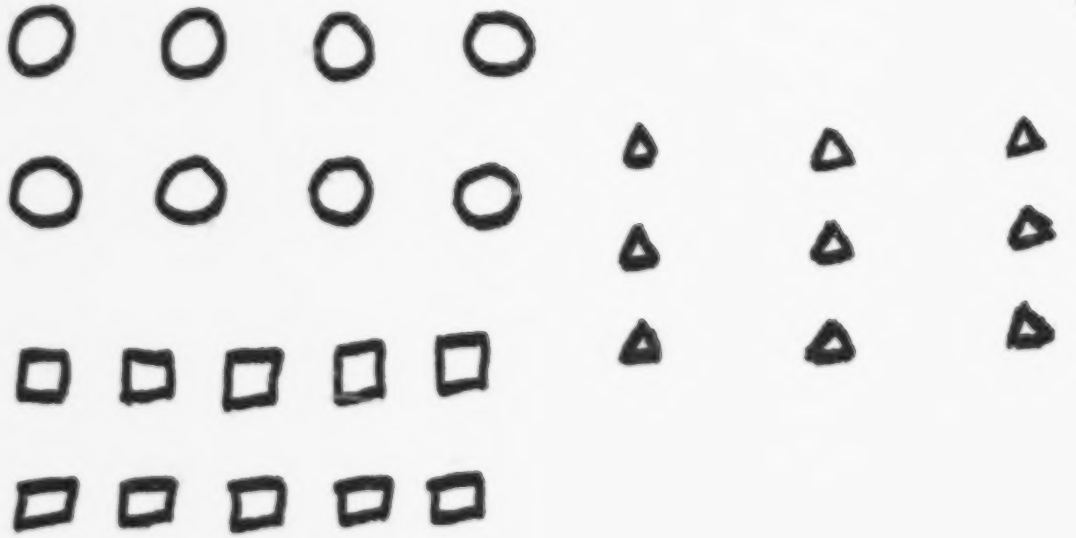
73

Put a circle around the two that are not a pair.

Put X on the piece of bread.



Color the piece of candy brown.



Color the group that has the most.

Color the bigger group red.

Color the smaller group green.

THE USE OF THE TELEPHONE

I. Purpose
   A. To learn to use the telephone.
   B. To use oral language to satisfy one's needs and wants.

II. The Approach and Procedures:
   A. To develop interest in learning to use the telephone, we read the story *Queenie*.
   B. We discussed the important bits of information we should know about the telephone and its proper use. Areas covered included:
      1. How to use a dial telephone.
         a. Letters are black.
         b. Numbers are red.
         c. Pick up the telephone and listen for the dial tone.
         d. Place your finger in the hole and turn the dial to the right, clockwise, until the finger reaches the finger stop.
         e. Remove the finger and let the dial return by itself.
         f. Repeat the procedure until the complete number is dialed.
         g. Allow sufficient time for the person you are calling to answer.
         h. A buzzing sound means the line is being used.
      2. How to use a telephone without a dial.
         a. Hold the receiver to your ear.
         b. Wait for the operator to say, "Number, please."
   C. Using the telephone.
      1. Make a call.
         a. Call a friend.
         b. Call a store to place an order.
         c. Call the railroad or bus station for information.
      2. Answering the telephone.
         a. For yourself.
         b. For a member of the family and call him to the telephone.
         c. Take a message for someone who is not at home.
      3. Making emergency calls.
         a. Dial 0 to get the operator in case of fire or other kinds of emergencies.
      4. Good telephone manners.
         a. Speak directly into the mouthpiece.
         b. Your voice should be natural and pleasant. Smile when you say, "Hello." It helps to make your voice more pleasant.
         c. When you call someone, say who is calling.
         d. Avoid saying, "Who is calling?" Give the person who is calling an opportunity to say who he is and why he is calling.
         e. When calling someone to the phone, do not stand near the phone and yell.
         f. When you answer the phone for a person who is away, offer to take a message.
         g. If you call the wrong number, apologize to the person who answers.
         h. If you are called by mistake, be pleasant.
         i. Always say, "Goodby," when you have finished talking.
         j. Answer your telephone promptly.
         k. If you share a telephone line with other people:
            (1) Terminate your conversation when someone picks up their receiver and you hear the click.
            (2) Be gracious in letting someone have the line when you are interupted.
            (3) Make your calls as short as possible.
      5. Use of a simple telephone directory.
         a. The telephone company provided booklets in which the children pasted the letters of the alphabet. They wrote the names and telephone numbers of their classmates.
         b. They used their directory to be sure they were calling the right numbers.
         c. They called the Information Operator for numbers not listed in the directory.
   D. Related experiences.
      1. Interest was developed in the Lost and Found column in the local newspaper.
      2. Quantitative concepts were introduced in placing an order over the telephone, e.g., quarts, pounds, a dozen, etc.
      3. Writing "thank you" letters to the telephone company involved language arts' skills.
      4. Several films were shown including:
         a. *Adventures in Telezonia*
         b. *Party Line*
      5. We visited the local telephone office.
      6. Stories were read including:

a. *Queenie*
b. *Stormy Point Rescue*
c. *The Permatelicans*

7. The poem, *Manual System,* by Carl Sandburg was discussed in class.
8. The children drew pictures related to the telephone unit.

III. Outcomes:

A. A greater interest in using the telephone was developed.

B. More skill in using a dial telephone was evidenced.

C. The children learned to have a reason for making a telephone call.

D. The children developed an acquaintance with an important means of communication.

IV. References:

A. *The Telephone and How We Use It*
Bell Telephone System

B. *Your Telephone and How It Works*
Herman and Nina Schneider—McGraw Hill Book Company

C. Stories
1. *Queenie*
2. *Stormy Point Rescue*
3. *The Permatelicans*—Published by the Wisconsin Telephone Company

LEARNING WISE USE OF LEISURE TIME

Our Library Books

CONTENT AREAS

Reading ---------- p. 67

Speech and Language Development ---------- p. 67

Handwriting and Spelling ----------

Arithmetic ---------- p. 67

Science, Health, and Safety ----------

Social Studies ---------- p. 67

Social Living and Mental Health ---------- p. 68

Physical Education ----------

Arts and Handcrafts ---------- p. 67

Music ----------

The Practical Arts ---------- p. 68

Work Experience Programs ----------

A LIBRARY PROJECT

I. Orientation

"Library books are like good friends; cherish them."

The Public Boys' and Girls' Library supplies us with lovely books to read and to enjoy. The children wished to take these books home. To many, the responsibility of safely transporting the books presented quite a problem.

To protect their books from soil and damage, many of the pupils also had to teach proper care to smaller brothers and sisters.

The aim of the project was to:

A. Establish a higher regard for the appreciation of our library books.

B. Acquaint the children's librarian, in her selection of books, with the type of child concerned.

II. Objectives

A. To take a trip to the library where our books are loaned to us. A librarian, who knows and understands mentally handicapped children, will choose the books for their use with more discretion and thoughtfulness.

B. To transport the library books to and from school safely.

C. To handle the books with care. Never "dog-ear" the corners of the pages, or tear them.

D. To establish a good, wholesome and aesthetic appreciation of our borrowed library books.

E. To experience the pleasure of visiting our Boys' and Girls' Library.

F. To experience selecting a book which we would enjoy having among our "borrowed books."

G. To possibly create a desire in the children to go and enjoy our library on their own, whenever possible.

H. To make a list of questions to ask our librarian when we make our visit.

I. To invite our parents and our librarian to visit our room when we tell our experiences.

J. To follow up with a social event in which the planning done by the children involves:
   1. Writing invitations
   2. Mailing letters
   3. Buying groceries
   4. Baking cookies
   5. Acting as hosts

III. Activities

A. Language arts.
   1. Wrote a letter to our librarian and asked if we might visit the library on a special day.
   2. Received the librarian's reply.
   3. Made a list of questions to ask the librarian.
   4. The librarian told our group a story.
   5. We wrote thank-you letters to the librarian after the trip.
   6. We made a tape recording of our library experiences.
   7. The librarian asked if she could visit us and hear our tape recording.
   8. A month later, the children wrote letters to their parents, the librarian and the elementary supervisor.
   9. We took a trip to the post office.
      a. We bought our stamps and mailed our letters.
      b. We walked past the different post boxes and talked about the ones just for letters, the ones for small packages, and the ones for the postman's storage use only.
      c. We received nice letters in reply to our invitations to visit our room.

B. Reading.
   1. The library books received were easy and many children learned to read a part of the books for pleasure and some pupils took part in small programs.
   2. The children read the letters received from our invited guests.
   3. They made experience charts and these charts were used for reading material.

C. Arithmetic:
   1. The children counted the books they received.
   2. We bought postage stamps.
   3. We counted to see how many guests were coming to the party.
   4. We counted the items needed to bake cookies.
   5. We bought groceries for the cooky bake sale at a grocery store.
   6. We discussed the cost of groceries.

D. Arts and Crafts:
   1. We drew pictures of our library experiences.
   2. We drew pictures of our shopping experiences.
   3. We baked cookies for our party.
   4. We decorated the table—napkins.
   5. Each child brought a favorite easy cookie recipe which was put into a book and presented to each guest.

IV. Culminating Activities and Appraisal of Growth

A. We made a library corner in our room.
B. We visited our main children's library and also the library near our school.
C. We invited our parents and the librarian to visit our room.
D. We visited our post office, bought stamps, and mailed our invitations.
E. We shopped for the groceries we needed to bake cookies.
F. We baked cookies.

The group learned to take library books home and to return them safely to school. As young as the group was, ranging in age from seven to ten years of age, they did learn to take *good* care of the books loaned to them by the library.

Only one child lost his book on the bus when transporting it to and from school. The librarian called us later and told us the book had been returned to the library. Both this child and his mother and his classmates were happy to know that the book had been returned.

Our tape recording has been played often, reinforcing our library experiences.

LEARNING TO TRAVEL AND MOVE ABOUT

The School Bus

Passenger Planes

CONTENT AREAS

Reading ---------- pp. 70, 73

Speech and Language Development ---------- pp. 70, 73

Handwriting and Spelling ---------- p. 73

Arithmetic ---------- pp. 70, 74

Science, Health, and Safety ---------- pp. 70, 73

Social Studies ----------

Social Living and Mental Health ---------- p. 30

Physical Education ----------

Arts and Handcrafts ---------- pp. 71, 73

Music ---------- p. 71

The Practical Arts ----------

Work Experience Programs ---------- pp. 70, 71

Language Development

Why do we use the school bus? (distance)
Do we pay the driver?
What is your driver's name?
What does he look like?
Color of bus
Words: *School Bus*
Color names:
Stop-and-go sign
Match colors (use pictured stop-and-go signs)
Care of buses:
—cleaning floors and windows
—gasoline and oil
—air in tires
—repairs for motor
Driving rules:
—stay to right
—stop at stop signs
—stop at railway crossings
—safe speed
What is the school bus constructed of?
—bus is of all steel construction and will not burn except for the seats
—all glass windows are shatterproof
Bus Parts (Discuss number, purpose, and location.)
—bumper —mirrors
—license plate
—wheels —lights
—fenders—steering wheel
—defroster—tires
—ax—fire extinguisher
—first aid kit—flare
—horn—sun visor
Emergency door (location and purpose)
Passenger capacity (49)
Speedometer—shows how fast the bus is going
Gasoline gauge—shows how much gasoline is in tank
Oil gauge—shows how much oil is in crank case
Water—thermostat shows red when low on water.

Number Concepts

License number
Number of wheels
Number of windows
How many passengers?
Speedometer
Gasoline gauge
How bus driver locates houses (house number)
What is your address?
Time conceptions:
What time does bus pick up children at home?
What time does bus pick up children at school?
(Use toy clock with movable hands for older ones—For younger ones use of terms *morning, afternoon)*
Space conceptions:
—near, far (distance from school)
—comparison: fast, slow.
(Use toy speedometer with movable pointer)
Use of terms: empty, full, ¼, ½
Recognition of bus token used on city bus and cost of each child's fee

Socialization

Free play in the "play" bus
Dramatize:
Standards of conduct in the bus:
—sitting quietly
—no pushing or shoving when entering and leaving
—no eating on bus
—be on time
—notify bus office if not taking bus
—courtesy toward other children and driver
—keeping feet off the seats
—help keep bus clean
Unit culmination:
Inviting parents to a play about the bus
Children act out the parts of bus driver, passengers, traffic officer.
Others tell about the rules for good bus behavior. Each child tells his own address.
Inviting children from other rooms to the play and for a ride on the bus.

BUS

Health and Safety

How pupils can help bus driver to be a "safe" driver:
(Quiet, courteous conduct which will not distract his attention)
Personal safety:
—don't put head or arms out windows.
—move in bus only when necessary.
—use care in crossing the street after getting off bus.
—pass in front of bus.
Health:
Raise windows only in accordance with driver's suggestions.

Crafts

Build a school bus—
Building blocks large enough for children to play in)
Make a stop-and-go sign with movable indicators red, green, yellow, white
Draw pictures of a bus.
Find pictures of children riding in a school bus.
(Pictures on cover of early fall popular magazines)
Draw picture of a bus driver.
Paint a big school bus mural.
Make some big traffic signs with cut-out colored lights:

Music

See Bibliography

Safety devices on bus:
—brakes
—horn
—safety doors
—tail light
—rear view mirror
—fire extinguisher
—windshield wiper
—push-out windshield
—several push out windows
Bus stops at all railroad crossings.

ADDITIONAL DEVICES

1. Draw a large picture of a speedometer. Attach a movable pointer to indicate "slow," "fast," as well as number names for older pupils.

2. Draw a large picture of a gasoline gauge. Attach a movable pointer to indicate "empty," "full," ¼, ½.

3. Following directions: Draw a series of three identical buses in a row. Direct child to color "first" (middle, second, third, last) bus a certain color.

   Draw a series of three different sized buses in a row. Direct child to draw a line under the "smallest" (largest) bus.

4. What is missing? Draw pictures of buses with parts missing (fender, license plate, wheel). Direct child to tell what is missing.

5. Game—a combination of mazes to train in ocular-motor control and extend attention span. Child selects one of four buses and follows black line to its destination (home, school, capital, etc.).

6. Bus puzzles: Make puzzles. Cut pictures out of magazines. 2–3–4–5 pieces.

7. School buses—child to decide *if they are alike or different.*

8. School bus—Fix the bus. Identify and match important parts.

9. Draw picture of bus with a visual absurdity in each picture. (children riding backwards.)

BOOKS

Beim, Jerrold, *Andy and the School Bus,* (to be read by the teacher).
Gates, Arthur I. et al, *Nick and Dick,* The Good Companion Books, Macmillan Co., primary level.
Hahn, Julia L., *Ready for Fun,* Child Development Readers, Houghton Mifflin Co., primary level.
Hanna, Paul R. et al, *David's Friends at School,* Curriculum Foundation Series, Scott, Foresman, 1st grade level.
Horn, Ernest and Rose Wickey, *We Live in a City,* Progress in Reading, Ginn Co., 1st grade level.
Smith, Nila Banton, *All Kinds of Cars,* Supplementary Pamphlet for Book 1, Unit-Activity Reading Series, Silver, Burdette Co.
Conkling, Fleur, *The Bingity-Bangity School Bus,* Wonder Books, New York (Primary level).
Fine, Aaron, *The School Bus Picnic,* Henry Holt Songs & Co., New York.
Schave, C. R., *STOP-LOOK-LISTEN,* Hampton Publishing Co.

SONGS

American Singer, Book 1, (The Traffic Man), American Book Co.
Experiences in Music for First Grade Children, (The Buses), New Music Horizons, Silver Burdette Co.
Listen and Sing, (Traffic Lights, The Traffic Policeman), The World of Music.
Bryant, Laura, *More Sentence Songs for Little Singers,* (Signals), Willis Music Co.
Rhythms and Rimes, (Learning to Drive), The World of Music.
Singing on Our Way, (The Bus), Ginn & Co.
Tuning Up, (Taxis), The World of Music.
Our Singing World, (In a Bus We Come, Who Will Ride the Bus, Stop, Look and Listen, Watch the Lights!), The Kindergarten Book, Ginn & Co.
LeBron, Marion and Grace Martin Olson, *I Love to Sing* (Bus), Willis Music Co.
Children's Activities, Sept., 1956 (School Bus song)

FIELD TRIPS

1. Inspect the school bus. Ask the driver to tell about his work.
2. Take a ride on the city bus.
3. Ask person in charge of school transportation to talk about desirable conduct in bus.

FILMS

University of Wisconsin Educational Motion Pictures

Bus Driver, sound, 10 minutes, $1.75, (Encyclopedia Britannica Films).
Let's Stop and Go Safely, color, sound, 18 minutes, $2.50, (Porta Films).

PASSENGER PLANES

The retarded children in our room had a natural curiosity about passenger planes. Our school is situated only a short distance from the airport. It was convenient to make several field trips to watch the planes land and take off.

At the airport the children were interested in everything they saw including:

1. The buildings
2. The weather sock
   a. This led to a very interesting unit on the importance of wind
   b. Weather charts
3. Landing of planes
4. Seeing the pilot, co-pilot, and stewardess
5. Unloading of baggage
6. Passengers arriving
7. How dogs travel by plane
8. Watching a plane being refueled
9. The take off

After the field trip to the airport we wrote stories about what we had seen. We illustrated these stories with pictures. This led to the making of a booklet. In this booklet the children kept pictures from magazines, a weather chart, a flight schedule, a word list, and a map.

We made an airport diorama on a large work table. It included the buildings, a runway, a weather sock, and airplanes. We made a large communications' office big enough for the children to play flight dispatcher or tower operator in.

We visited the library and found many simple books about airplanes. We also saw a very good colored film on travel by air.

To conclude our activity we wrote a play. The characters included the pilot, co-pilot, stewardess, office manager, taxi driver, and passengers. Everyone in the class took part in it. They made hats and costumes appropriate for the characters they portrayed. Some of the learning experiences involved:

1. The use of money
   a. Buying tickets
   b. Taxicab fares
2. The use of the telephone in obtaining flight schedules or weather information
3. Duties of the pilot and co-pilot
4. Duties of the stewardess

This was a very stimulating activity for the retarded children in our primary level classroom.